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ABSTRACT

A major portion of this report explains an evaluation system for producing objective data regarding teacher classroom performance after inservice training changed their role or behavior in the classroom. Three major objectives for the workshop inservice courses are: 1) to make teachers facilitators of knowledge; 2) to change the type of teaching learning transaction of participating teachers from deductive (read or say) to inductive (inquire and share); and 3) to transmit to teachers mastery of TABA teaching strategies of concept development, interpretation of data, feelings and values, and application of generalizations. Each participant is required to record an audio-taped discussion session in the classroom at the beginning of the program, halfway through the program, and again at the end of the course. These tapes will be analyzed for specific items relative to good teaching procedures as explained in the report. Supplements include interaction charts and graphs, evaluation charts, and a short section on establishing a criterion level. Six appendices related to the 2 credit hour university course are provided. (Author/SJM)

ED 063218

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VOLUME V - APPENDIX F, ANNEX 1, 2, 3
APPENDIX G, H, I, J, K, L

Title III
PL 89-10
MADISON PUBLIC SCHOOLS

END OF PROJECT PERIOD REPORT

PROJECT TITLE: "Development of an Inservice Model for Implementing New Methodology in the Social Studies Curriculum"

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APPENDIX F

Evaluation System:

Monitoring & Product Control Program
Charts & Graphs

I. INTRODUCTION

One of the most important problems facing the Project Supervisor in planning for the final year of the Inservice Project was the development of an evaluation system which could produce objective data regarding the performance of teachers in their classrooms after they had received inservice training in several teaching strategies developed to change the role or behavior of the teacher in the classroom.

In planning the workshop inservice course three major objectives were developed, which if accomplished would offer a model for inservice training which could then be utilized for future teacher inservice programs. These objectives were:

1. To change teacher behaviors (of participant teachers in an inservice workshop course) in the classroom so that they function seventy-five percent of their time or more as facilitators of learning rather than as purveyors of knowledge.
2. To change the teaching-learning transaction of participating teachers from deductive (read and say) to inductive (inquire and share).
3. To transmit to 36 teachers perfect mastery of the TABA teaching strategies of #1-Concept Development, #2-Interpretation of Data, #3-Interpretation of Feelings and Values, and #4-Application of Generalizations.

II. PROCEDURES:

With these major objectives in mind the project staff called on Dr. Robert Clasen, Mr. John Gottman, and Mr. Steve Asher, of the Center for Research and Program Development of the Wisconsin Department of Public Instruction for aid in designing the evaluation design.

It was decided that to evaluate these three objectives the following actions would be taken:

1. Video and audio tapes of the representative participants would be made of the classroom social studies lessons prior to the start of the inservice training.
2. Video and audio tapes of the representative participants would be made periodically during the course of the twenty (20) sessions of inservice class work, and post audio and video tapes of representative teachers would be made to determine the accomplishment level of learning.
3. Video tapes of the project instructors would be made and evaluated as criterion measures of the performance of the four teaching strategies; #1-Concept Development, #2-Interpretation of Data, #3-Interpretation of Feelings and Values, and #4-Application of Generalizations, against which the participant teachers could be compared for performance and mastery of the strategies.
4. The video and audio tapes were then analyzed for the percentage of time spent in teacher and pupil talk.

III. ANALYSIS METHOD

Video and audio tapes of at least ½ hour's duration of Social Studies classes were made by instructors and representative participants. These were scored as follows:

1. Every three seconds the scorer marked one and only one of the six possible marks on an Interaction Chart using the following code.

P-P	Pupil talking to another pupil
P-T	Pupil talking to teacher
T-P	Teacher talking to pupil
T-T	Teacher talking to group (lecture)
S	Silence
B	Several people talking at once or within the three second interval

IV. RECORDING DATA

The data thus gathered from the video and audio tapes of the instructors and participants were summarized in two ways:

INTERACTION CHART

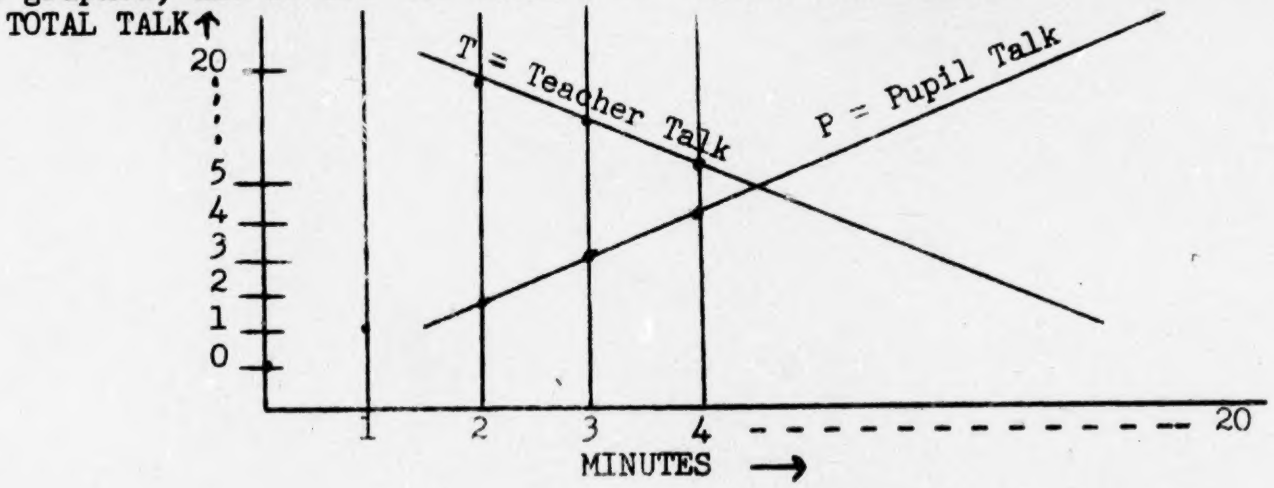
	Pupil	Teacher	Silence	Both
Pupil	#1	#2		
Teacher	#3	#4	#5	#6

Box #1	contains	the total number of times a pupil talked to a pupil
Box #2	contains	the total number of times a pupil talked to a teacher
Box #3	contains	the total number of times a teacher talked to a pupil
Box #4	contains	the total number of times the teacher talked to the whole class (or lectured)
Box #5	contains	the total number of silences
Box #6	contains	the total number of times that several people were talking at once or within the three second interval

NOTE: The total # of 3 second units in 20 minutes = 400 Talk Units, so digits in all the boxes should add up to 400.

INTERACTION TIME GRAPH

There are 20 one-minute intervals plotted on the Interaction Time Graph like the X-axis below (horizontal). The total # of pupil talk units in each minute are graphed, and so are the total # of teacher talk units.



At each point

P = The sum of the total # of Pp and Pt in that minute

T = The sum of the total # of Tp and Tt in that minute

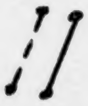
V. RESULTS

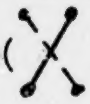
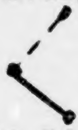
Attached to this appendix are the charts and graphs of the instructors' and representative participants' tapes of the first two teaching strategies. The second two strategies will be evaluated in the same way for future inservice courses. (See attached graphs and charts-Annex #1 to Appendix F)

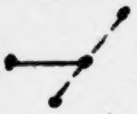
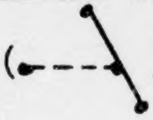
Data Measurements:

1. Directional Correlation Coefficient $\rho = \frac{P-M}{P+M}$

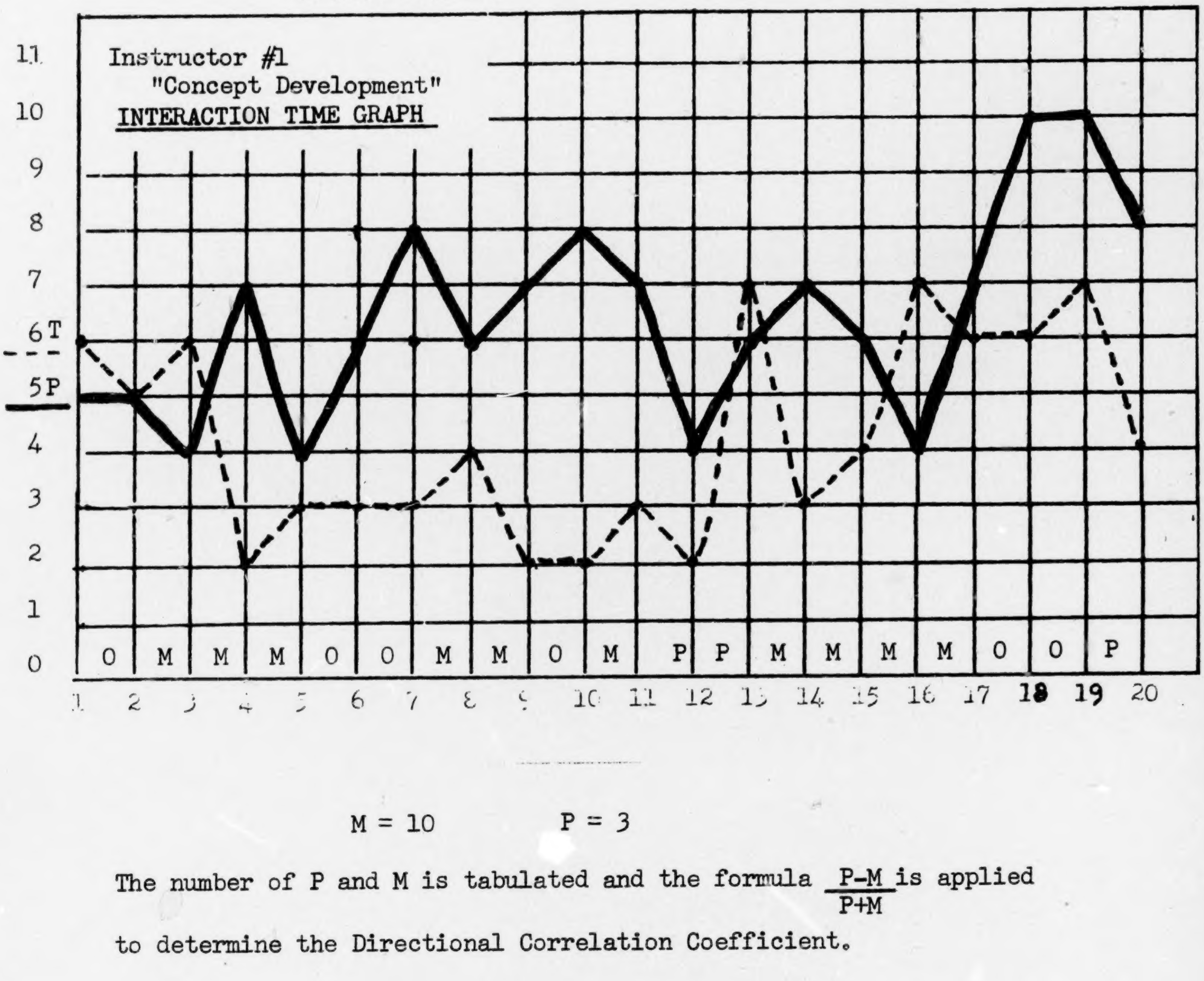
   This measure was taken from the Interaction Time Graph. The 20 minute pattern of each chart was examined for teacher and pupil interaction, recording each minute in either a (P) plus, (M) minus, or (O) negative code:

   A. (P) = The plus indicates teacher and pupil talk lines running parallel ()

   B. (M) = The minus indicates teacher and pupil talk lines converged() or extended in opposite directions ()

   C. (O) = The negative indicates either a teacher or pupil talk line remaining constant during that one minute interval () or () and this cancelled the entire interval.

For example, using the Instructor #1-Concept Development video tape the graph below revealed:



M = 10 P = 3

The number of P and M is tabulated and the formula $\frac{P-M}{P+M}$ is applied to determine the Directional Correlation Coefficient.

$$\frac{3-10}{3+10} = \frac{-7}{13} = \boxed{-.54}$$

2. T-T Percentage $\frac{\text{T-T}}{\text{\# Talk Units}}$

The percentage of extended teacher talk or lecture time was computed from the Interaction Chart, Box #4 (T-T), using the ratio above.

Again, using the Instructor #1, Concept Development Video Tape

INTERACTION CHART

	Pupil	Teacher		
Pupil	#1 (P-P) 5	#2 (P-T) 200		
Teacher	#3(T-P) 73	#4 (T-T) 42	#5 Silence 76	#6Both 4

400 Talk Units

$$\frac{\text{T-T}}{\text{\# Talk Unit}} = \frac{42}{400} = \boxed{10.5}$$

3. $\frac{\text{(P-T)}}{\text{(T-P)}}$ Teacher/Pupil Interaction Ratio

The $\frac{\text{(P-T)}}{\text{(T-P)}}$ was also computed from the Interaction Chart above using Boxes #2 and #3.

$$\frac{\text{(P-T)}}{\text{(T-P)}} = \frac{200}{73} = \boxed{2.74}$$

Upon completion of each set of statistics, the figures were recorded on the Evaluation Chart (see Annex #2-Appendix F) under the appropriate teacher number and tape number.

VI. EVALUATION OF CRITERION STANDARDS

Once the data had been summarized and the Instructor and Participant Evaluation Charts had been produced an analysis of the data could be made to determine if the criterion standards established were valid. To obtain this determination the project supervisor evaluated four participant tapes selected with these variables:

Tape number 1 would have a low positive ρ, and a high (P-T)/(T-P) ratio; Tape number 2 would have a high positive ρ and a low (P-T)/(T-P); Tape number 3 was selected with a high negative ρ and a relatively low (P-T)/(T-P) and finally, tape number 4 would have a relatively low negative ρ with a high (P-T)/(T-P) ratio. Attached to this report are the comments made by the project supervisor when listening to the quality of the performance of each representative participant teacher to establish final criterion standards for continued future evaluations in future inservice course work. (See Annex 3 to Appendix F)

On the basis of these quality evaluations it was decided that criterion would be established when the tape met the following standards:

1. ρ would be eliminated as a qualification determinant.
2. T-T talk would be less than 20% of the total.
3. (P-T)/(T-P) would exceed 1.50 as a minimum.

At this point two representative participants' tapes were selected meeting these standards of criterion for one tape and failing to meet these standards on a second tape. The project supervisor then listened to these tapes to try to determine if he could predict, without prior knowledge, which of the tapes would meet criterion and which would not. Proof of these criterion standards as being valid would be determined as valid if the supervisor could predict 3 out of 4 tapes.

The results of this final test are reproduced in this report. (See Annex 3 to Appendix F)

The project supervisor was able to predict four out of four tapes correctly and now feels confident to set the final criterion standards as previously outlined.

V. CONCLUSION:

The effectiveness of this evaluation and criterion standard ✓ system makes it a valuable monitoring device. The system does not require extensive training by a scorer of tapes as an hour's practice by a novice can result in competence to score accurately and effectively. The added value of being able to utilize video and audio tapes for evaluation also provides flexibility to the monitoring program.

Finally, this monitoring system while cheap, flexible and accurate can develop hard objective data for teachers, instructors, and administrators which can be used to determine a cost/benefit analysis of the expenditure of future funds on this kind of inservice course program. It will also assure that the inservice model described by this report can be effectively and continuously evaluated.

Annex #1-Appendix F

Interaction

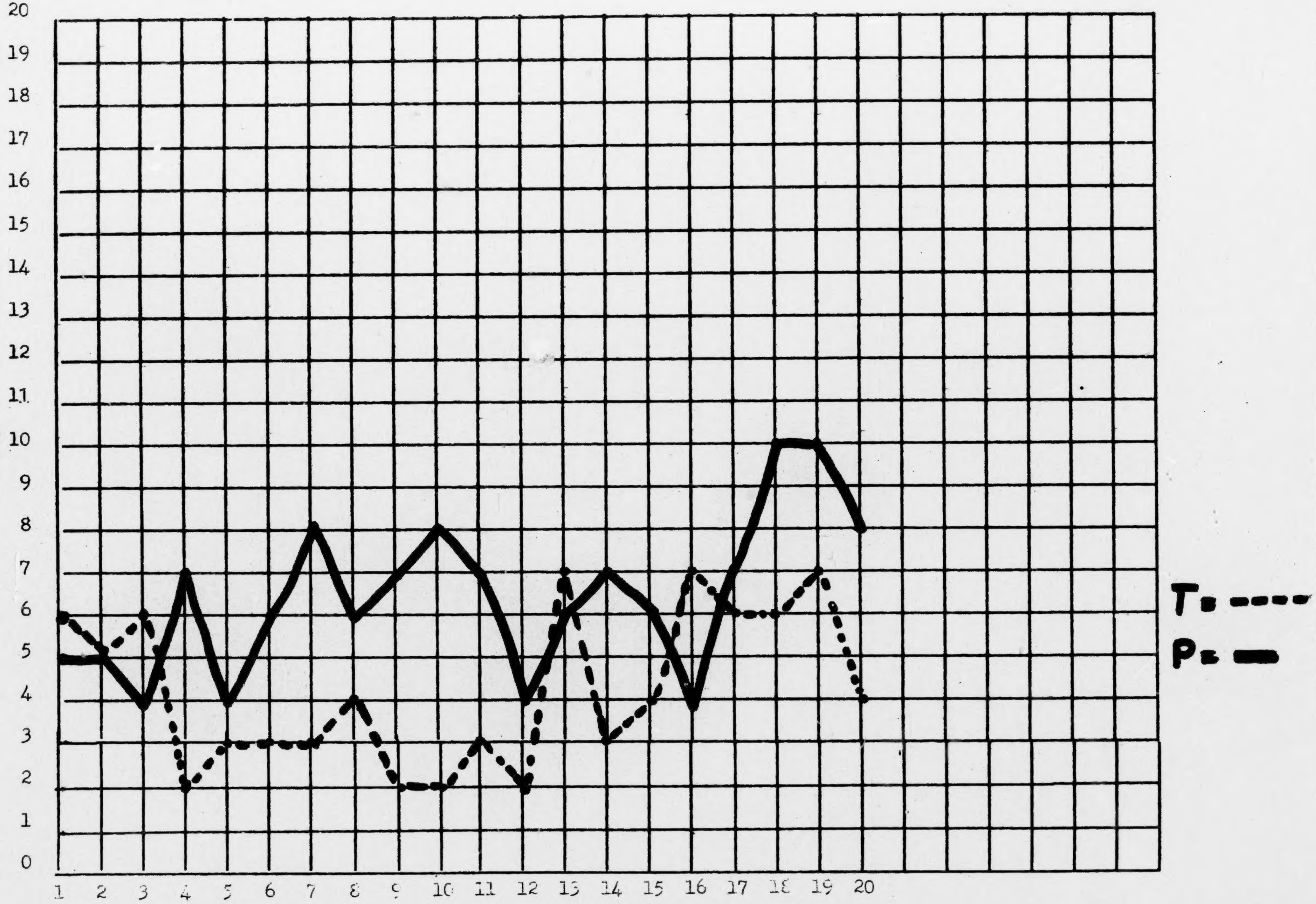
Charts & Graphs

13

INTERACTION TIME GRAPH

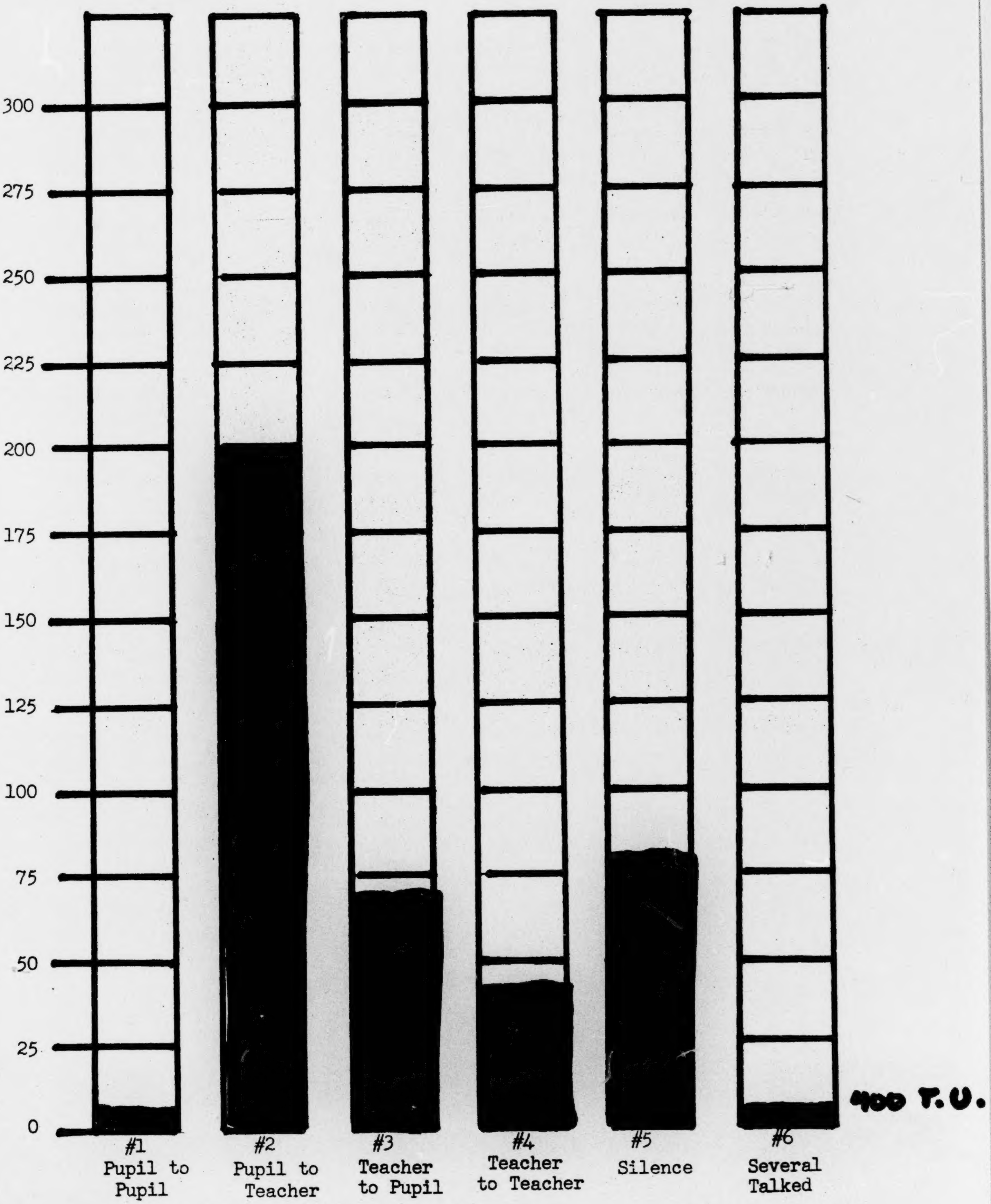
Name Instructor #1

Concept Dev.



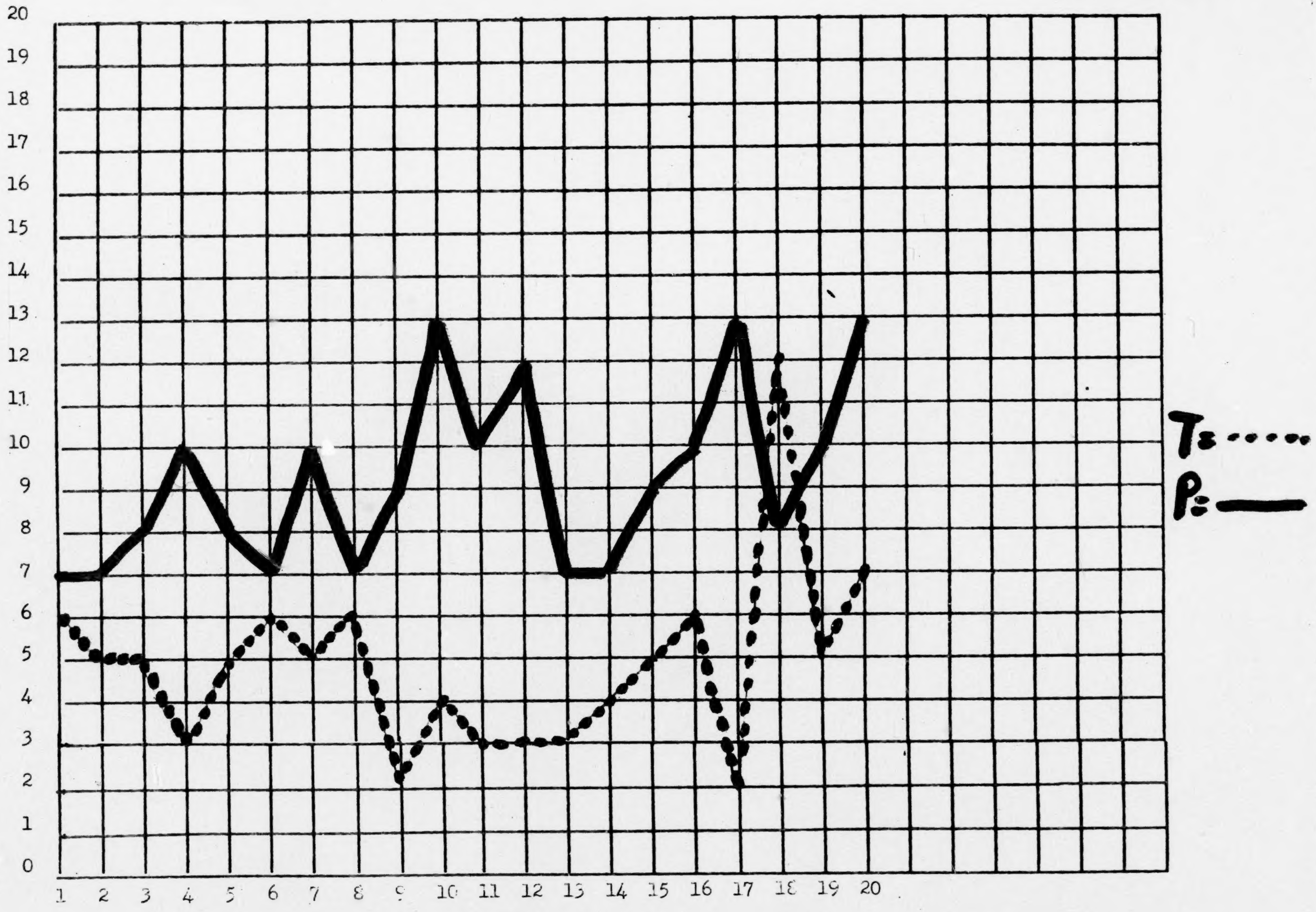
INTERACTION TABLE

Name Instructor #1
Concept Dev.



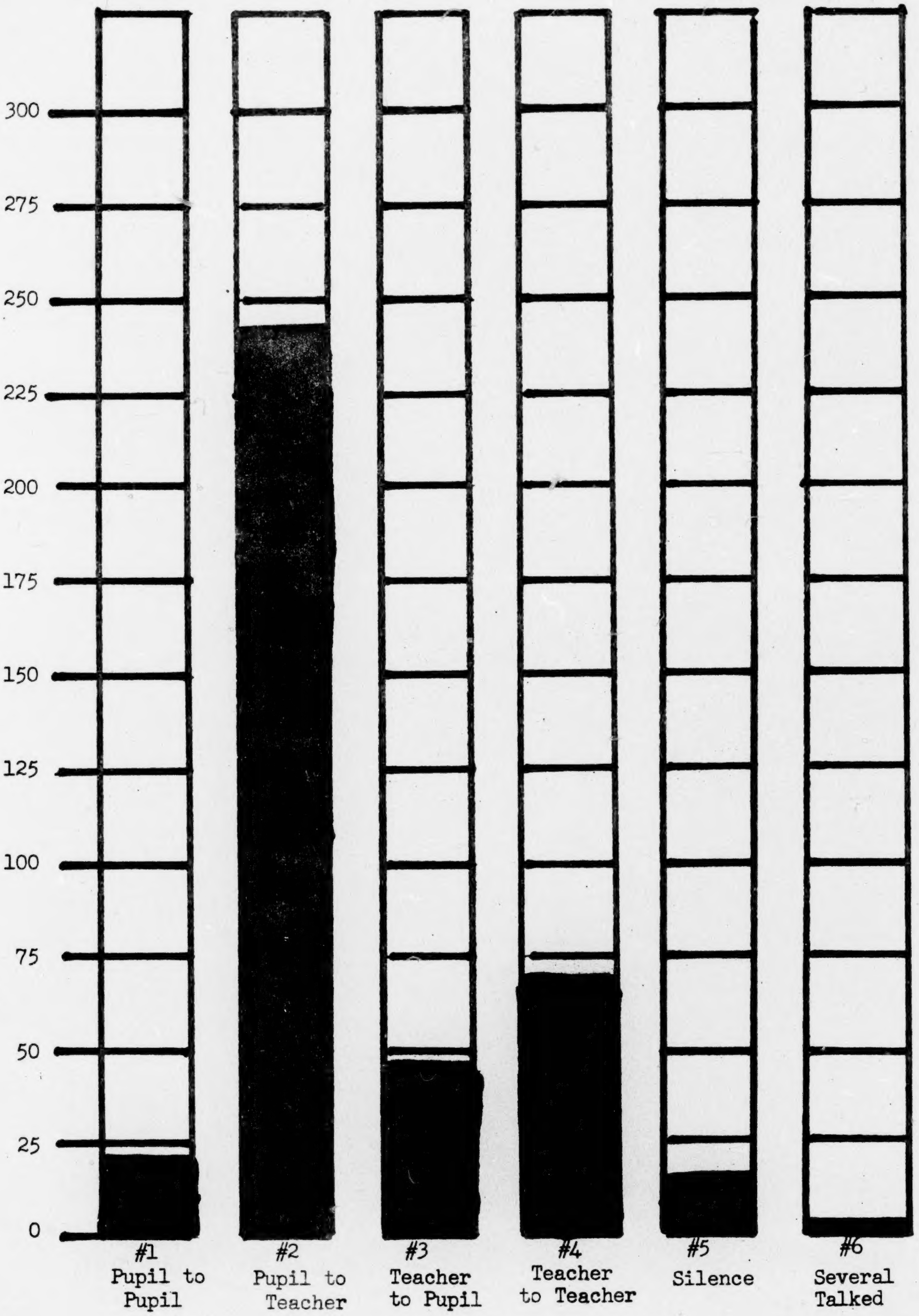
INTERACTION TIME GRAPH

Name Instructor #1
Cause & Effect
Drug Unit-Gr. 6



INTERACTION TABLE

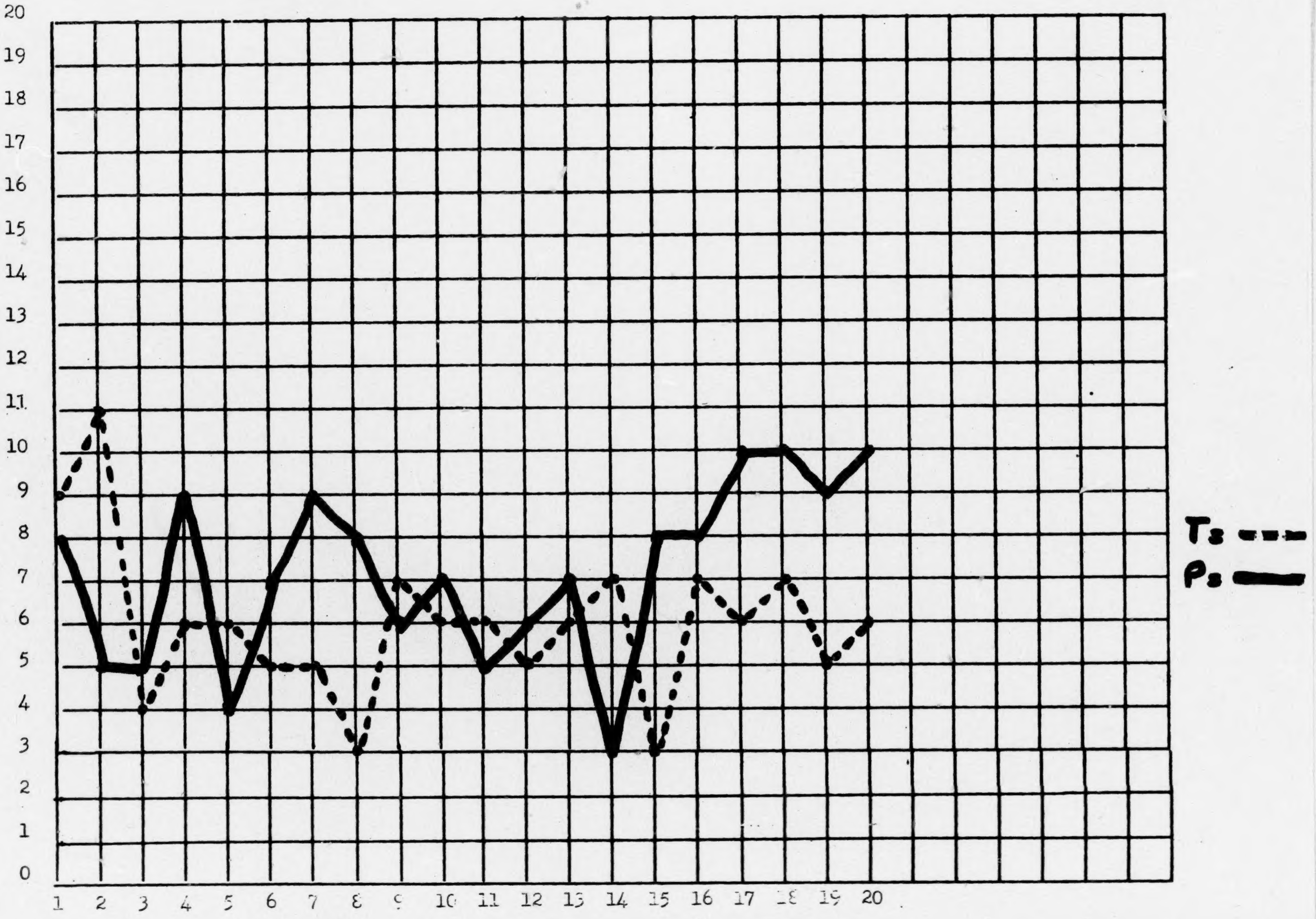
Name Instructor #1 - Cause & Effect
Drug Unit-Gr. 6



INTERACTION TIME GRAPH

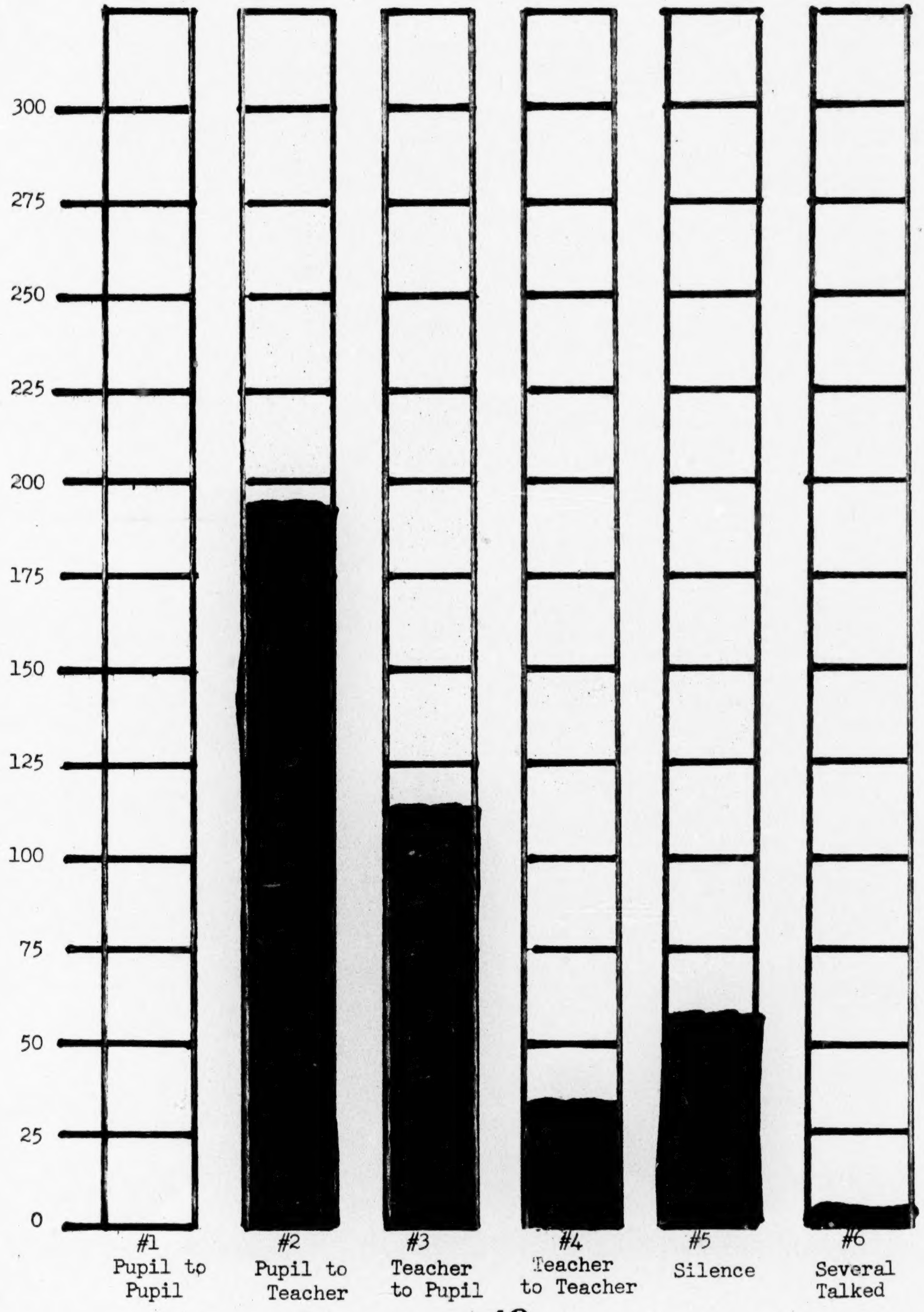
Name Instructor #2

Concept Dev.



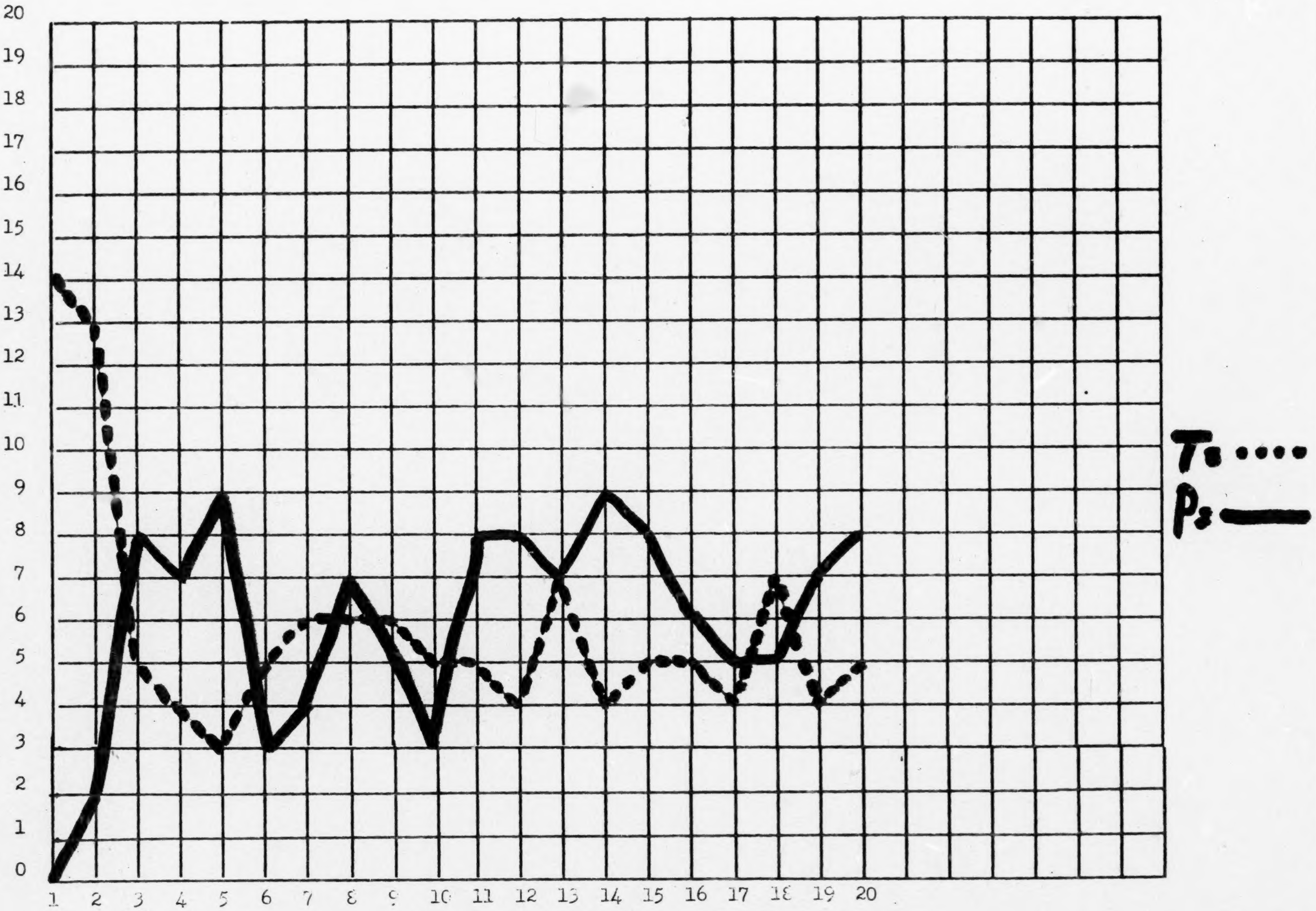
INTERACTION TABLE

Name Instructor #2
Concept Dev.



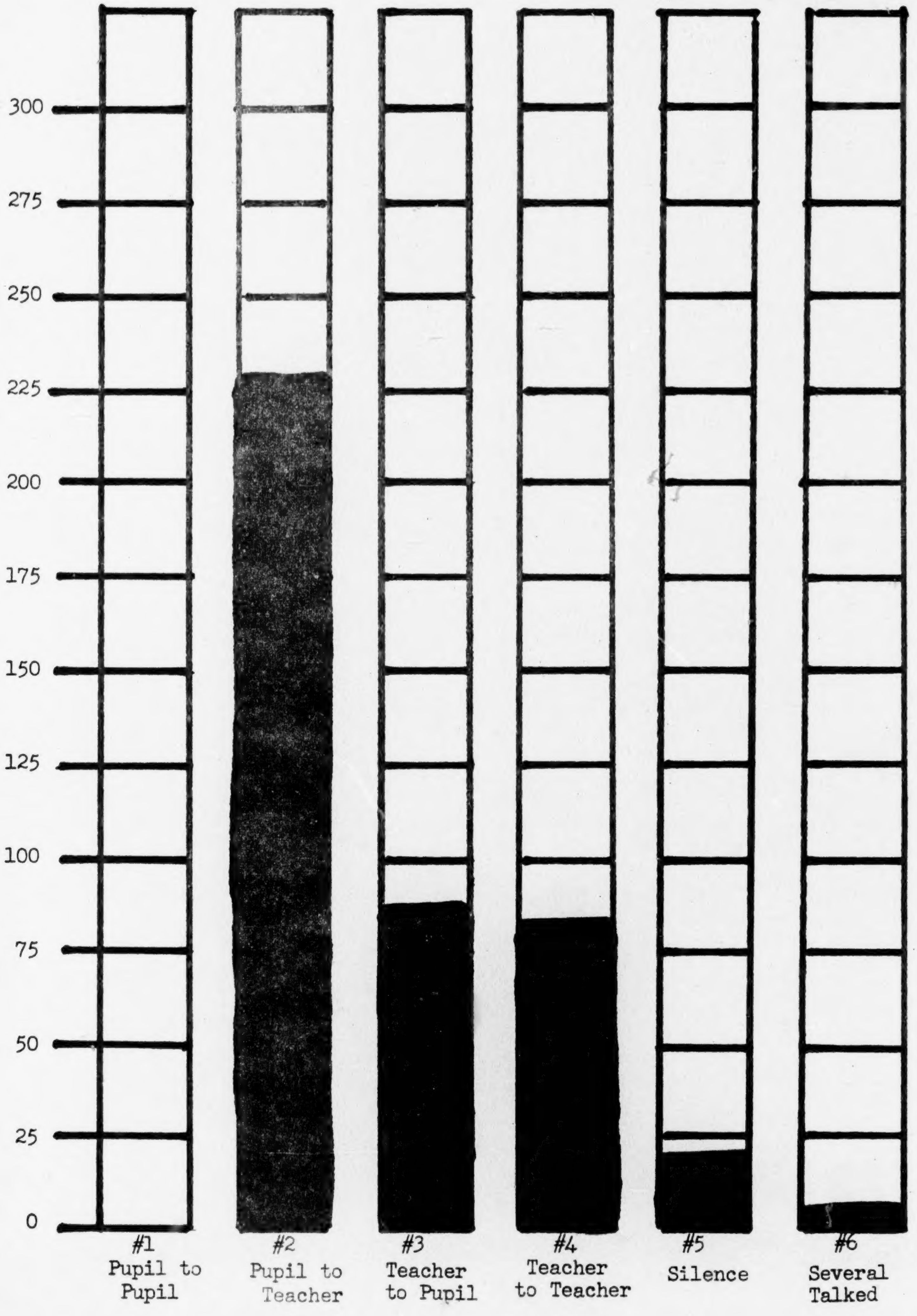
INTERACTION TIME GRAPH

Name Instructor #2
Similarities & Differences



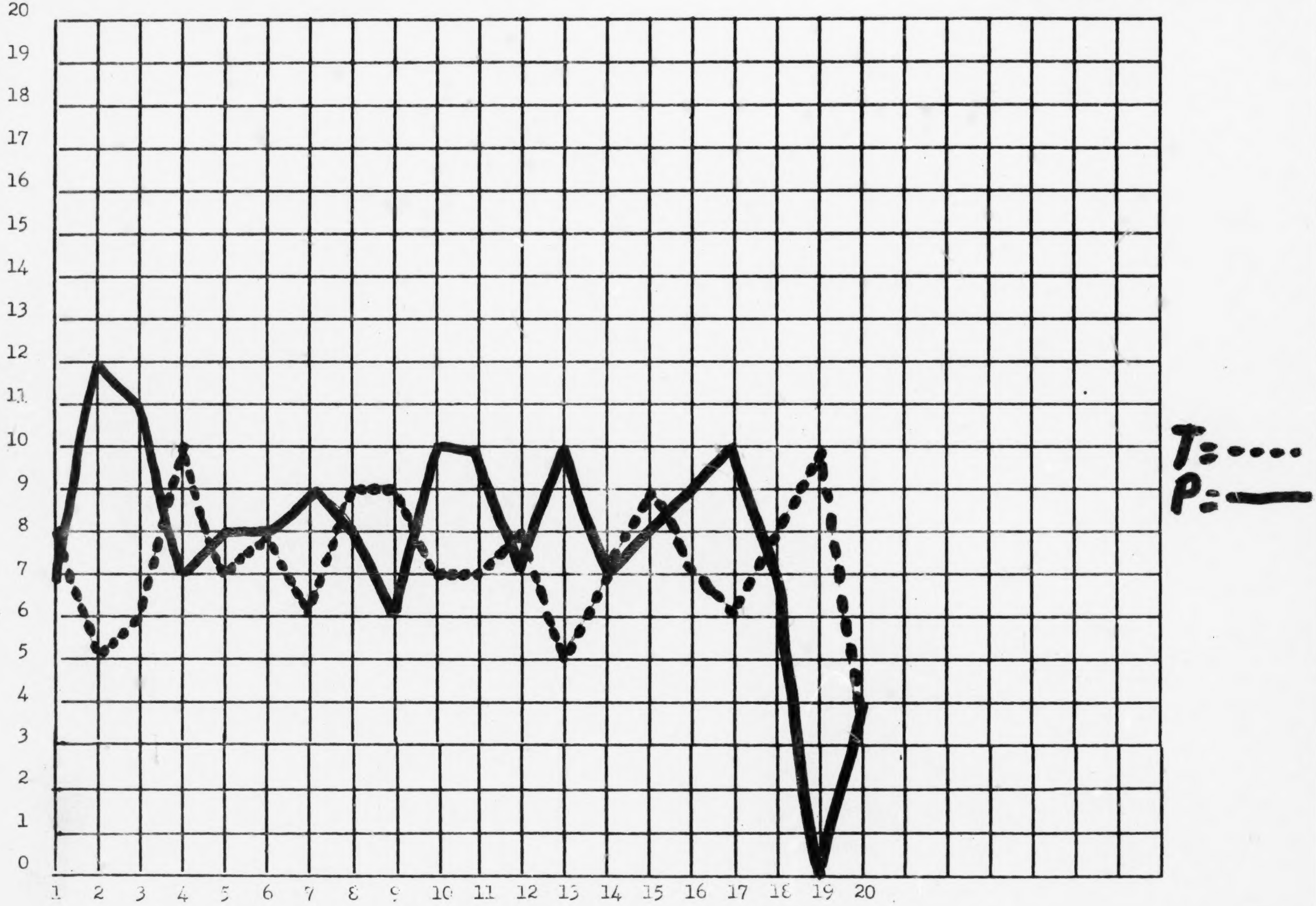
INTERACTION TABLE

Name Instructor #2
Similarities & Differences



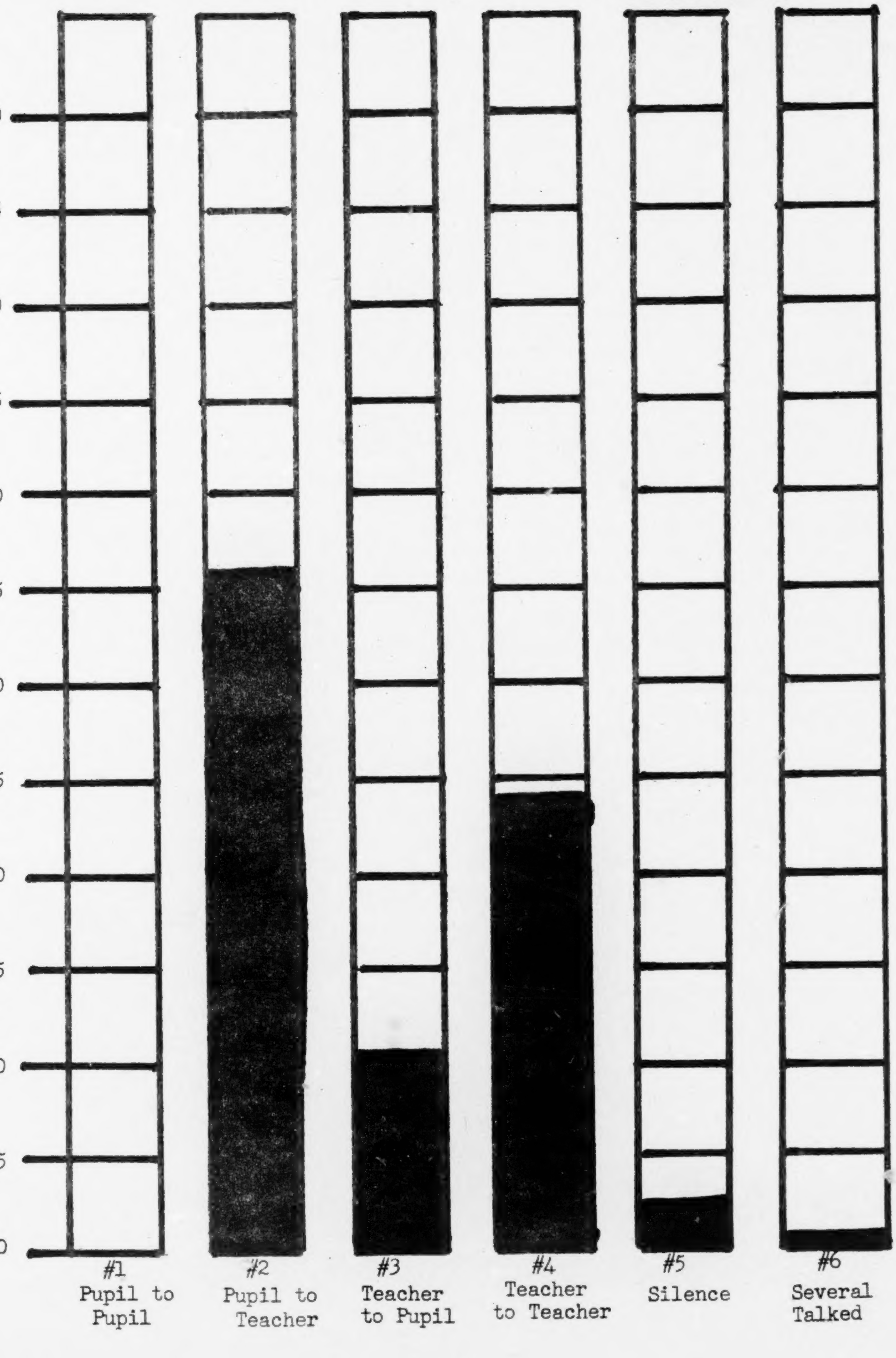
INTERACTION TIME GRAPH

Name Instructor #2
Application of Generalizatior
"Greek House-3"



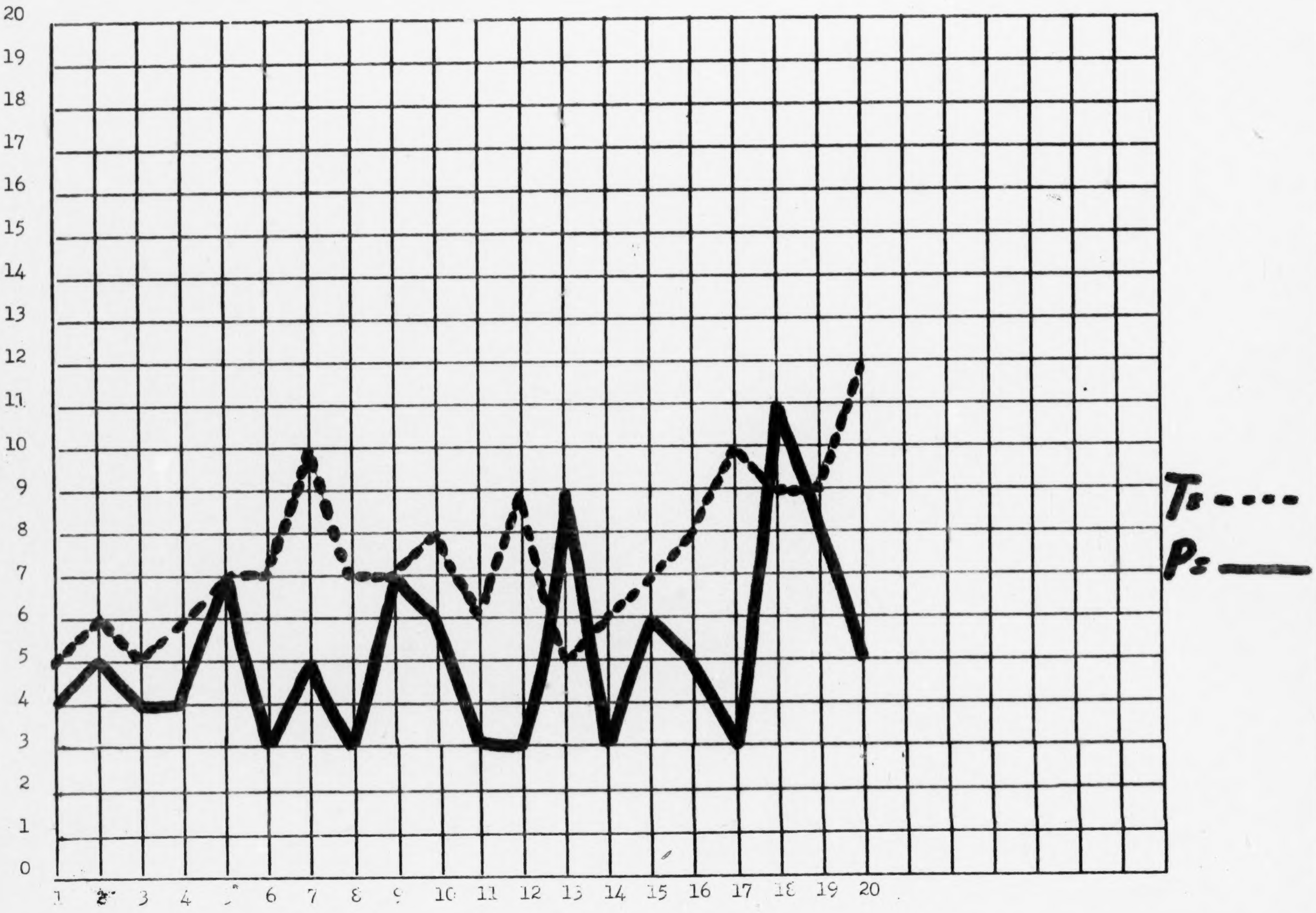
INTERACTION TABLE

Name Instructor #2
Application of Generalization
"Greek House-3"



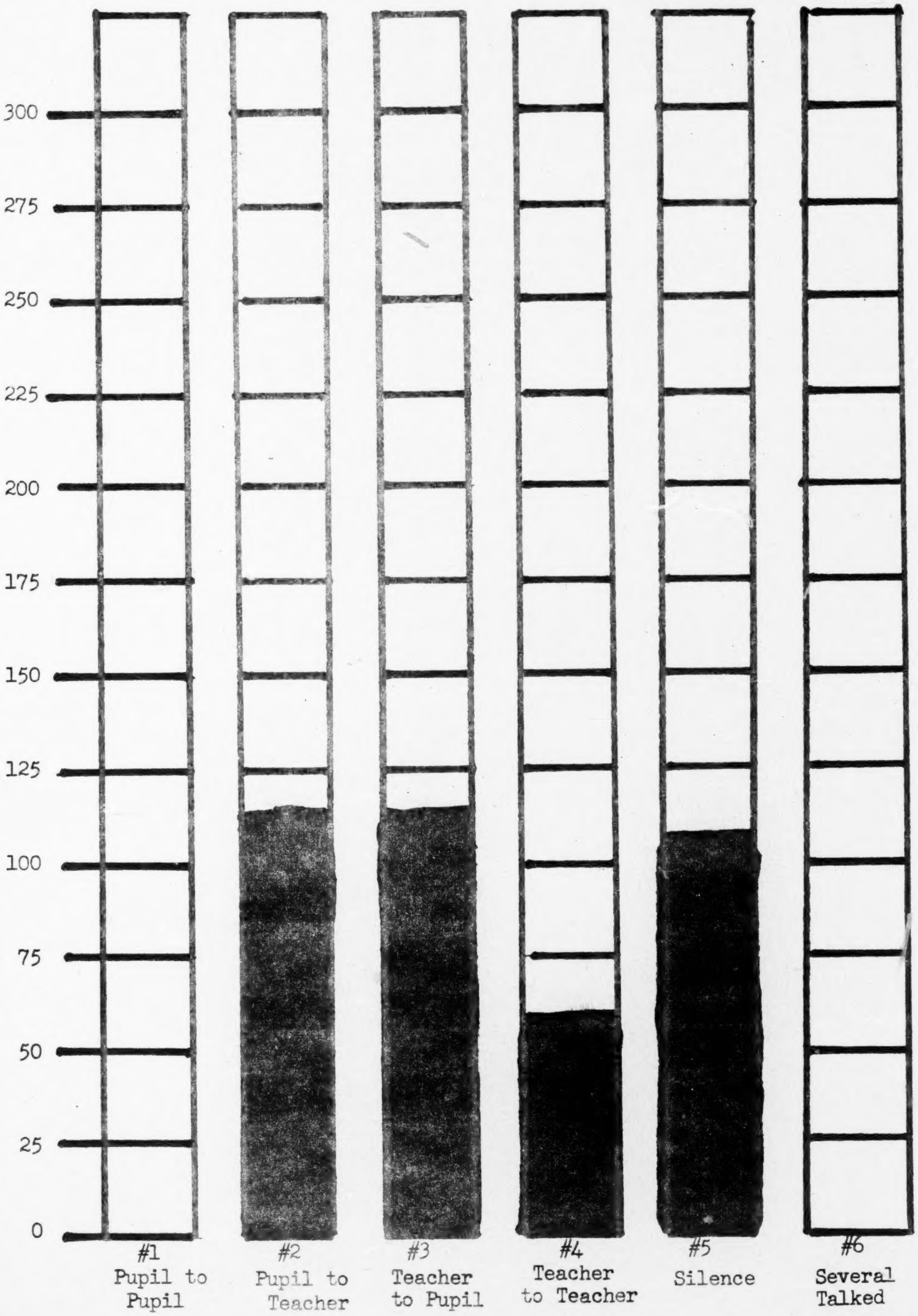
INTERACTION TIME GRAPH

Name Instructor #3
Concept Development 9-69



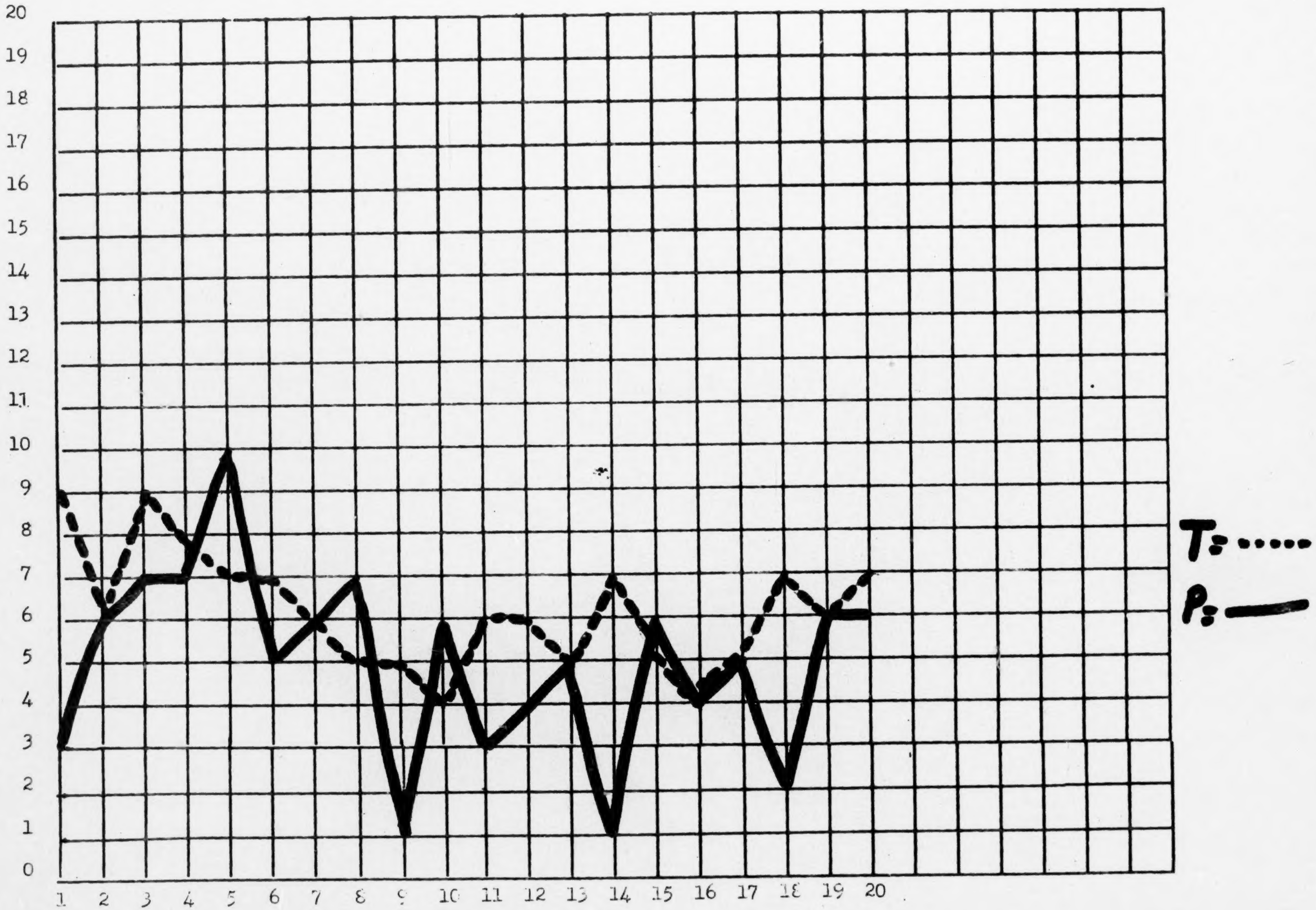
INTERACTION TABLE

Name Instructor #3
Concept Development 9-69



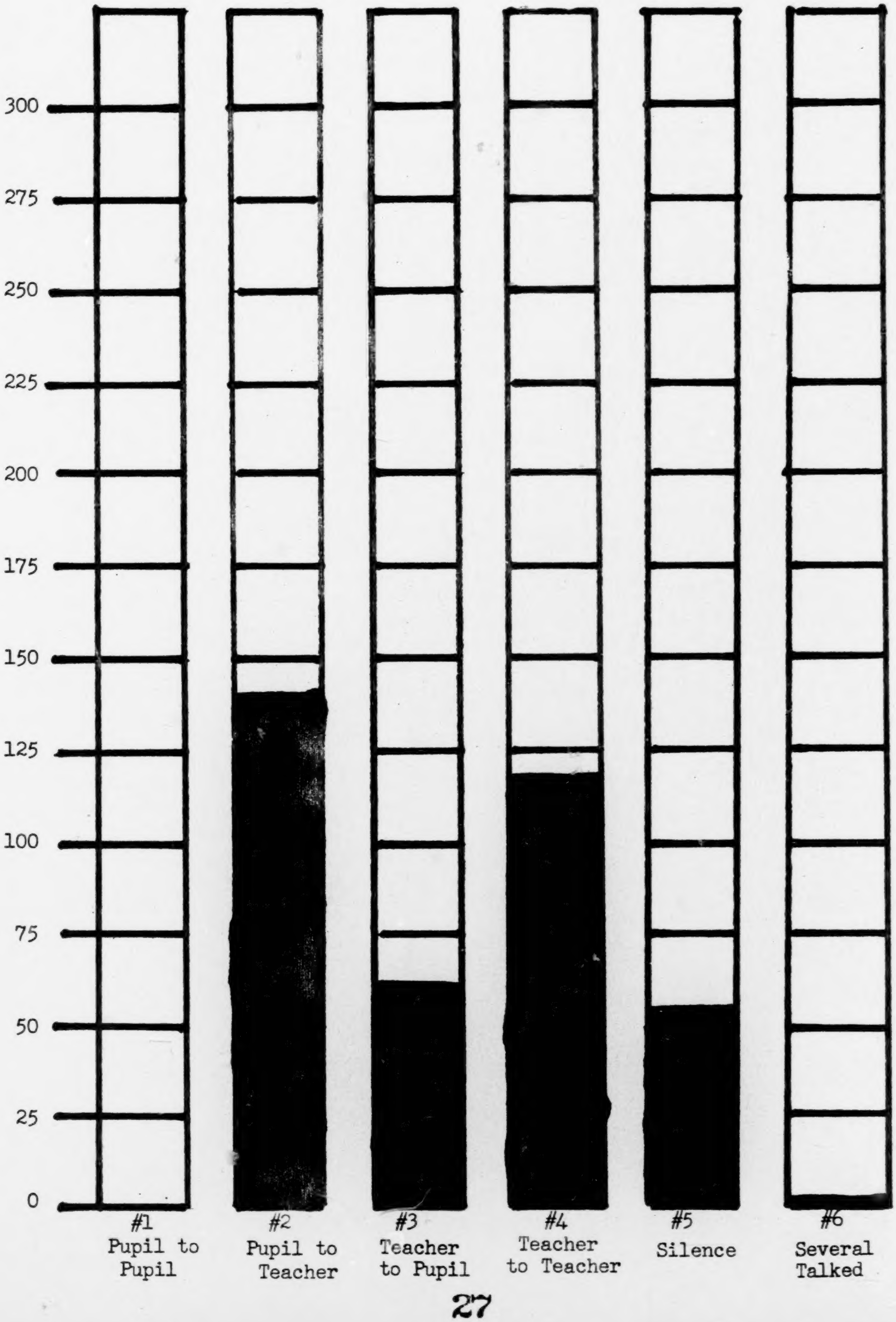
INTERACTION TIME GRAPH

Name Instructor #3
Interpretation of Data



INTERACTION TABLE

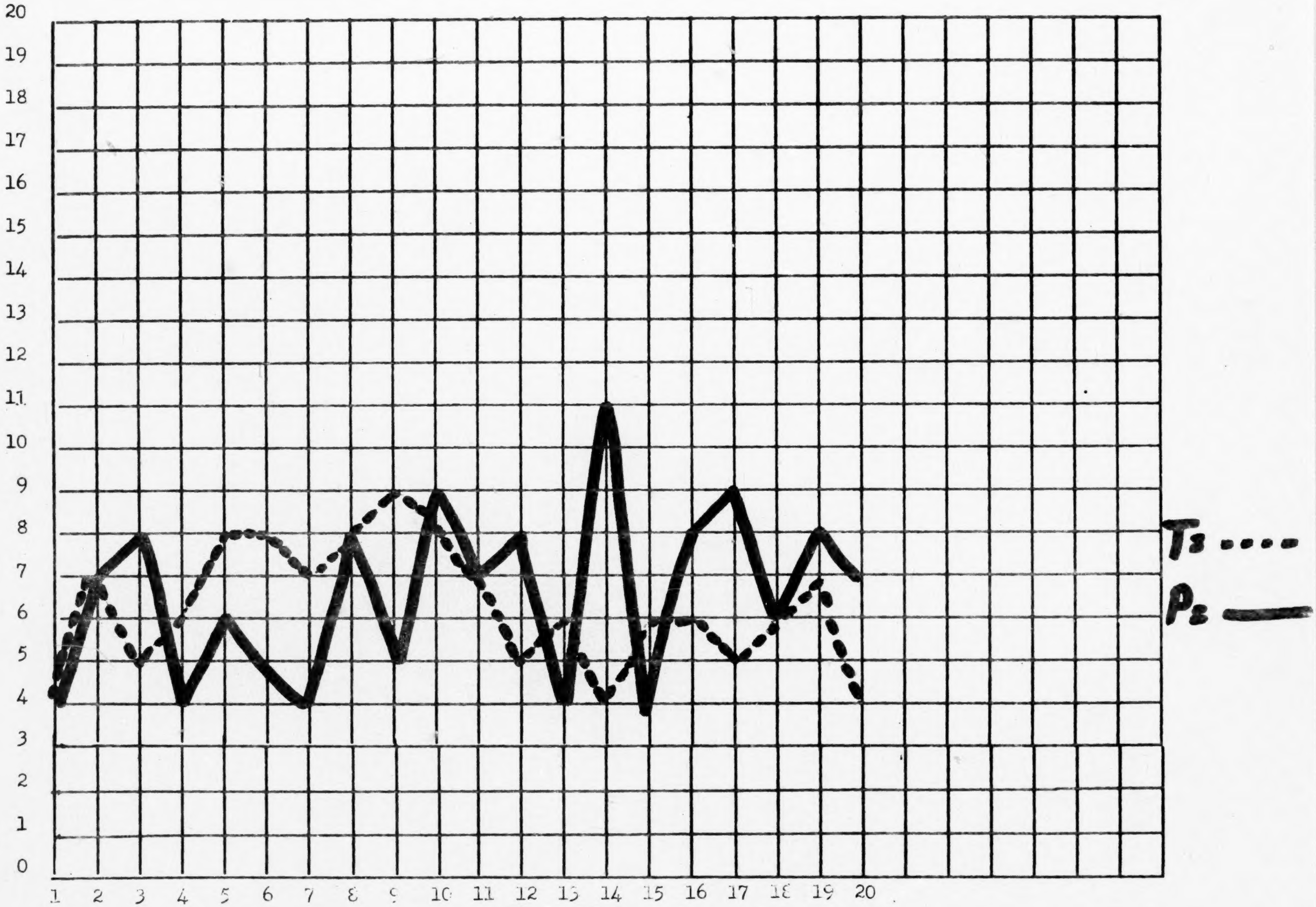
Name Instructor #3 - Interpretation of Data



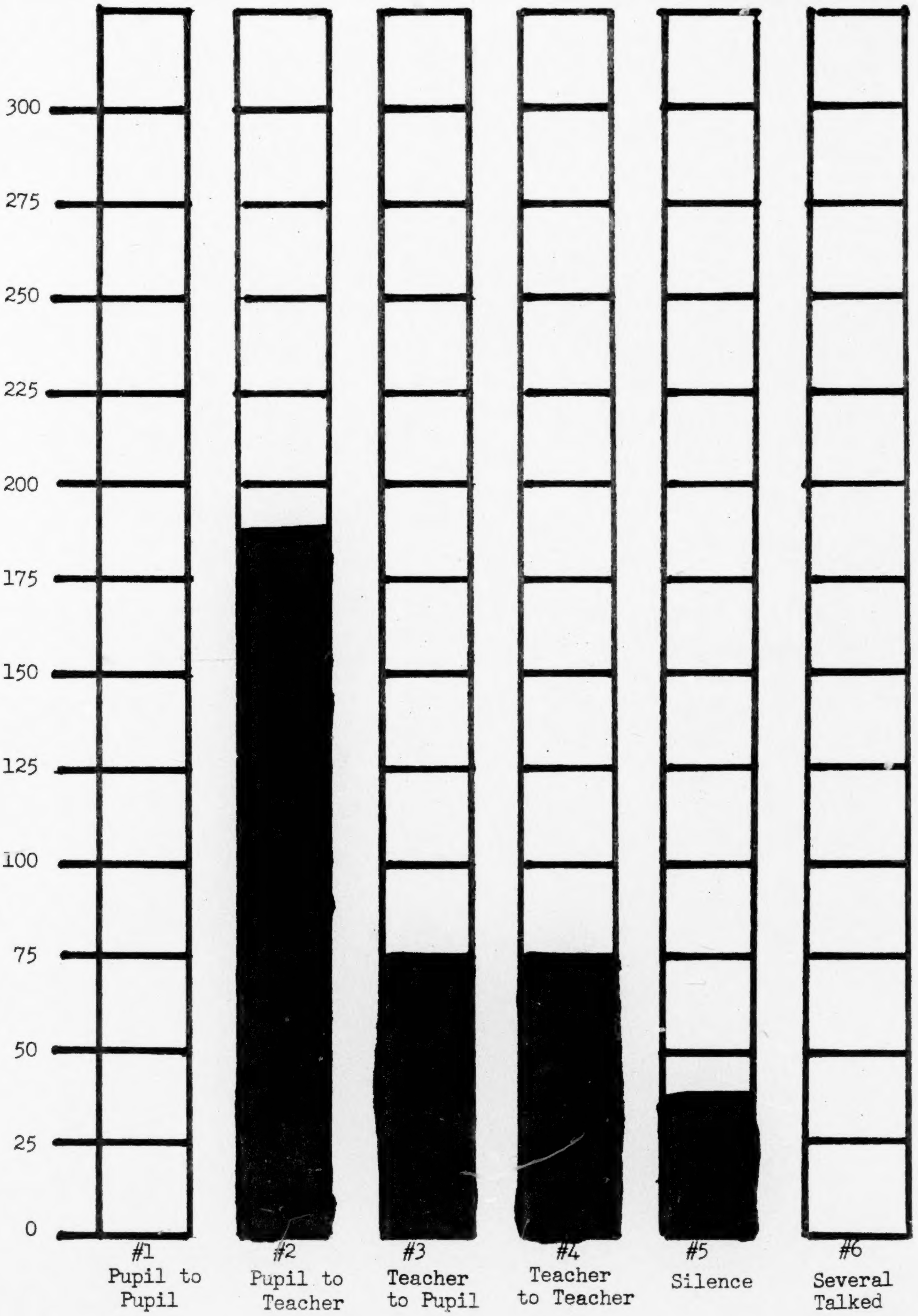
INTERACTION TIME GRAPH

Name Instructor #3

Feelings & Values

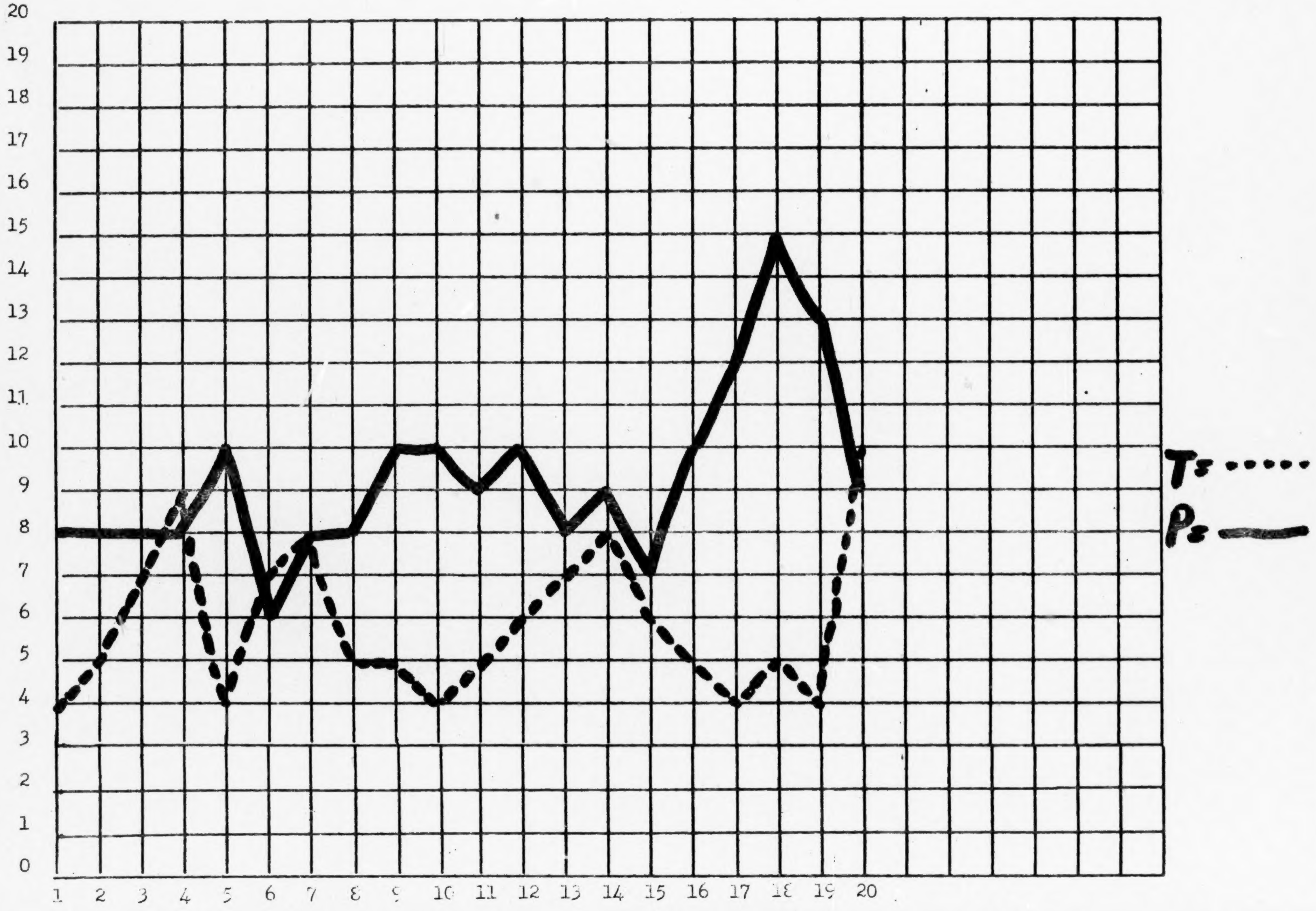


INTERACTION TABLE Name Instructor #3 Feelings & Values



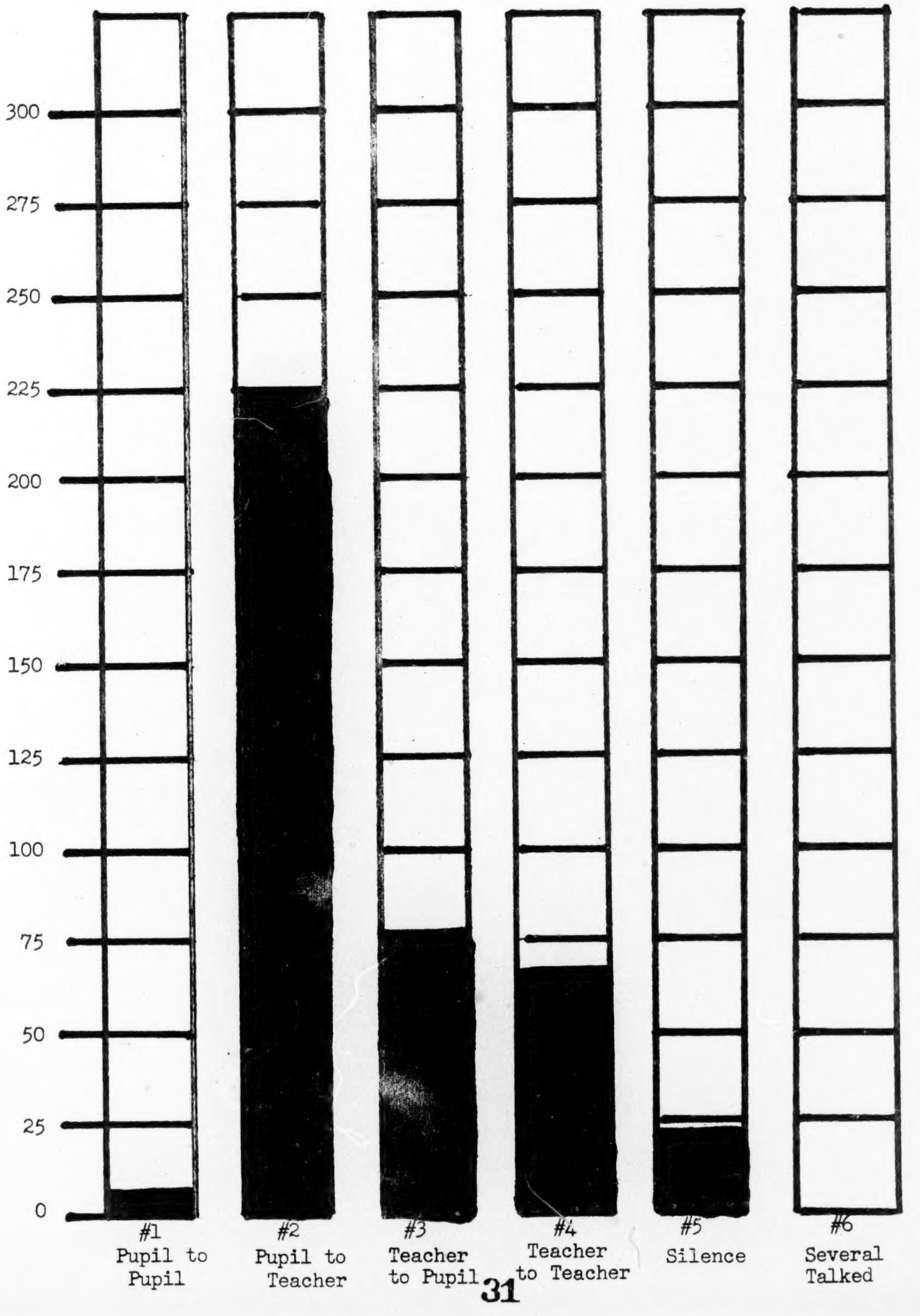
INTERACTION TIME GRAPH

Name Instructor #3
Application of Generalizations,



INTERACTION TABLE

Name Instructor #3
Application of Generalizations



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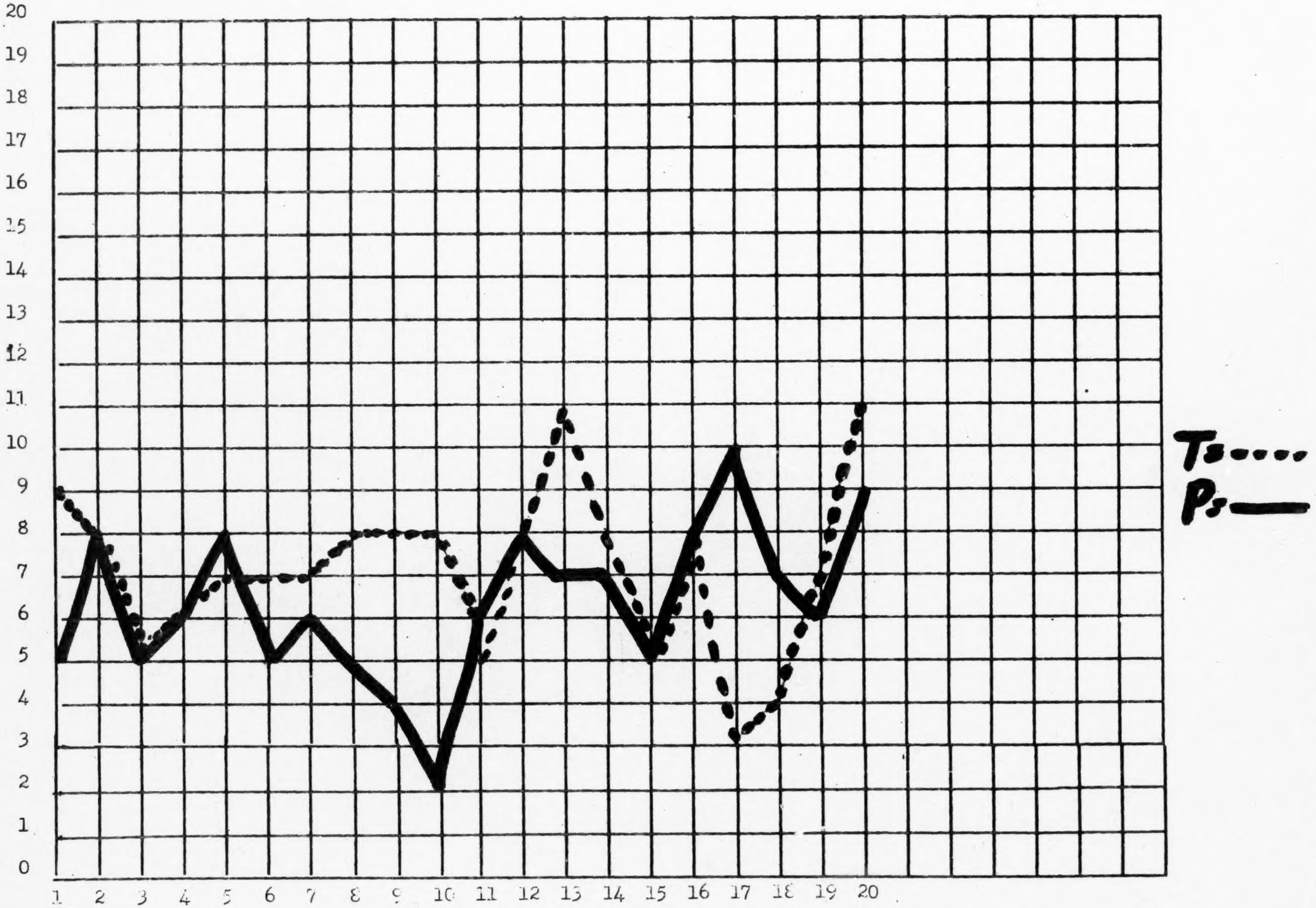
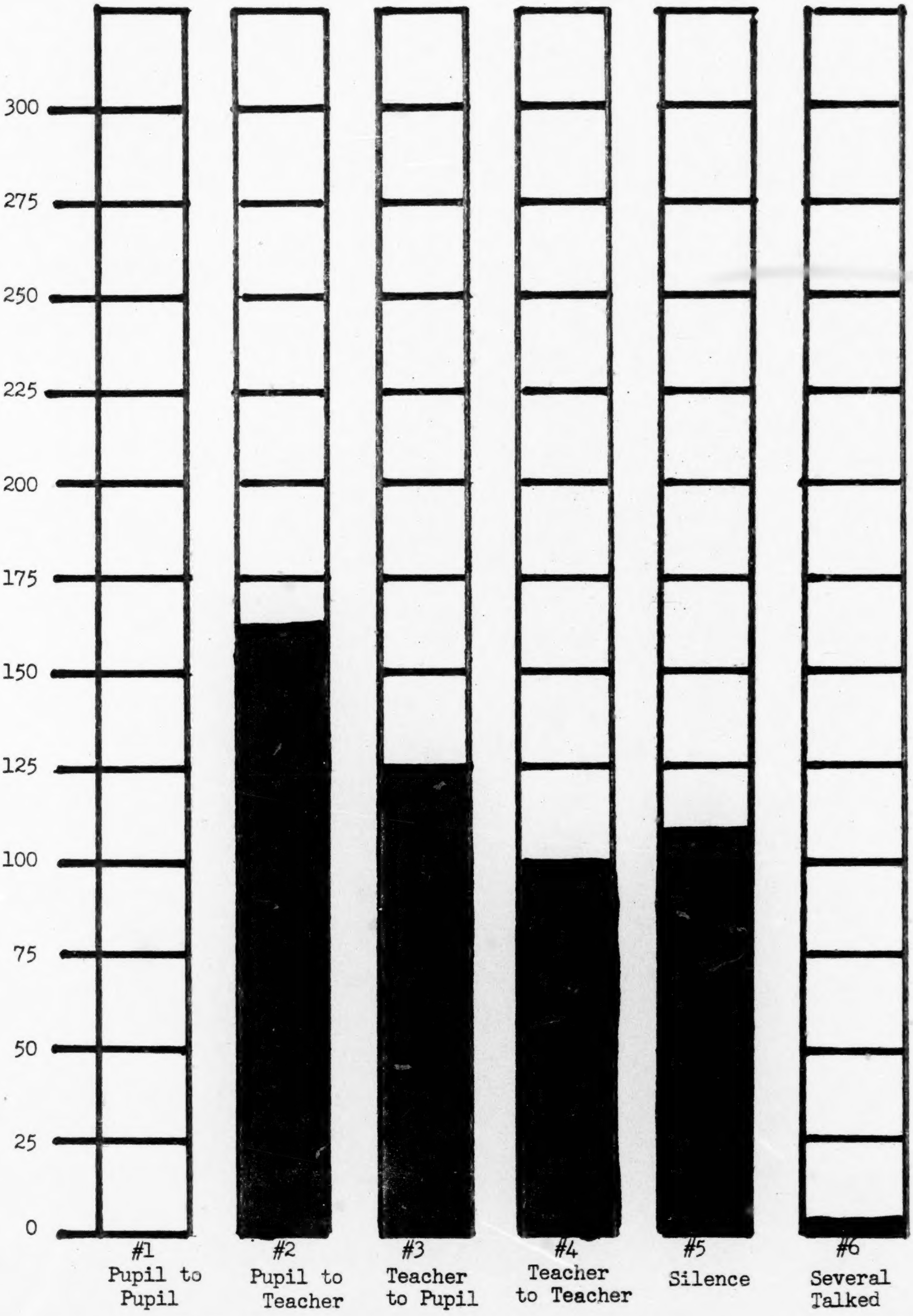
Name Instructor #4
Concept Development



INTERACTION TABLE

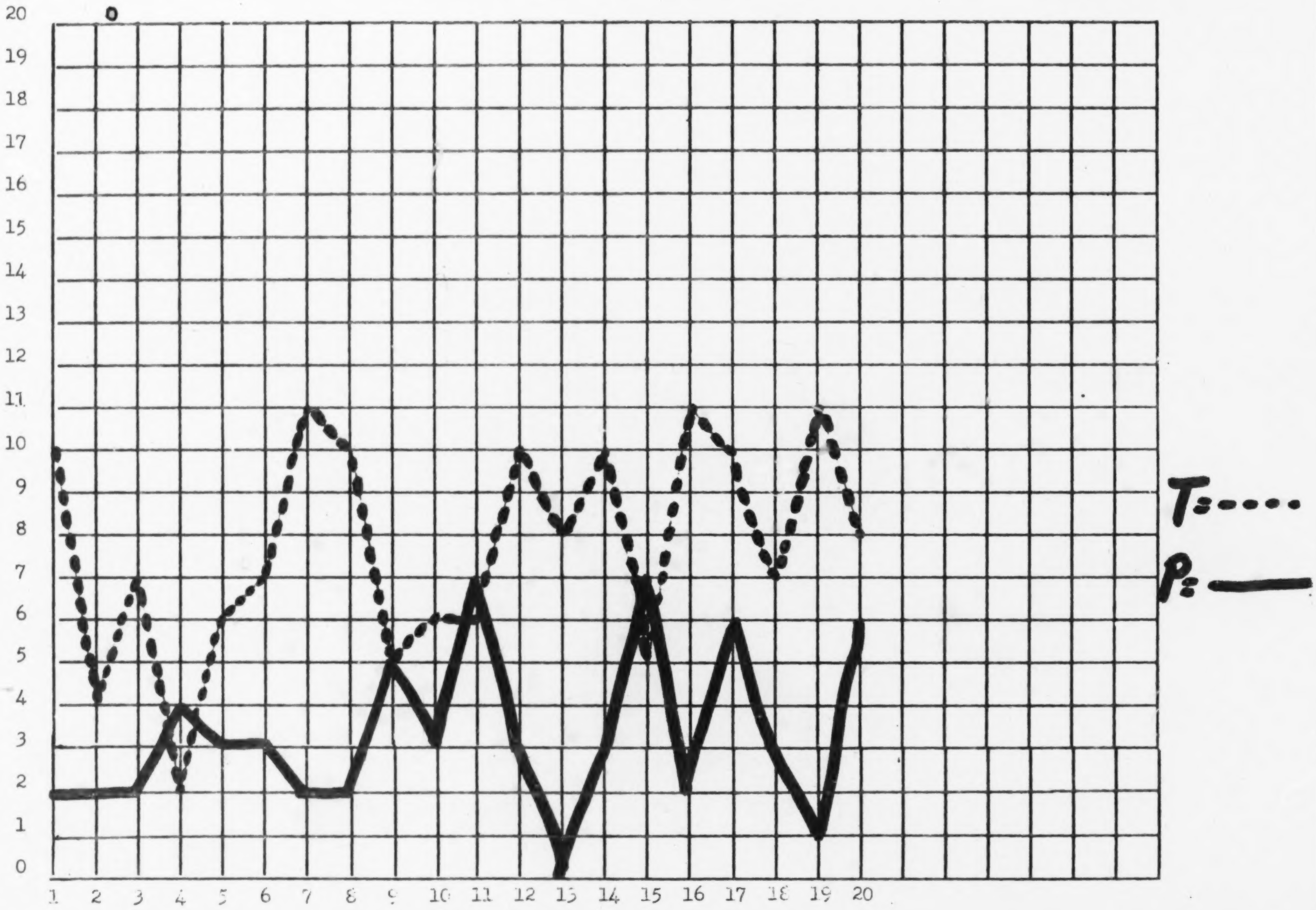
Name Instructor #4
Concept Development



INTERACTION TIME GRAPH

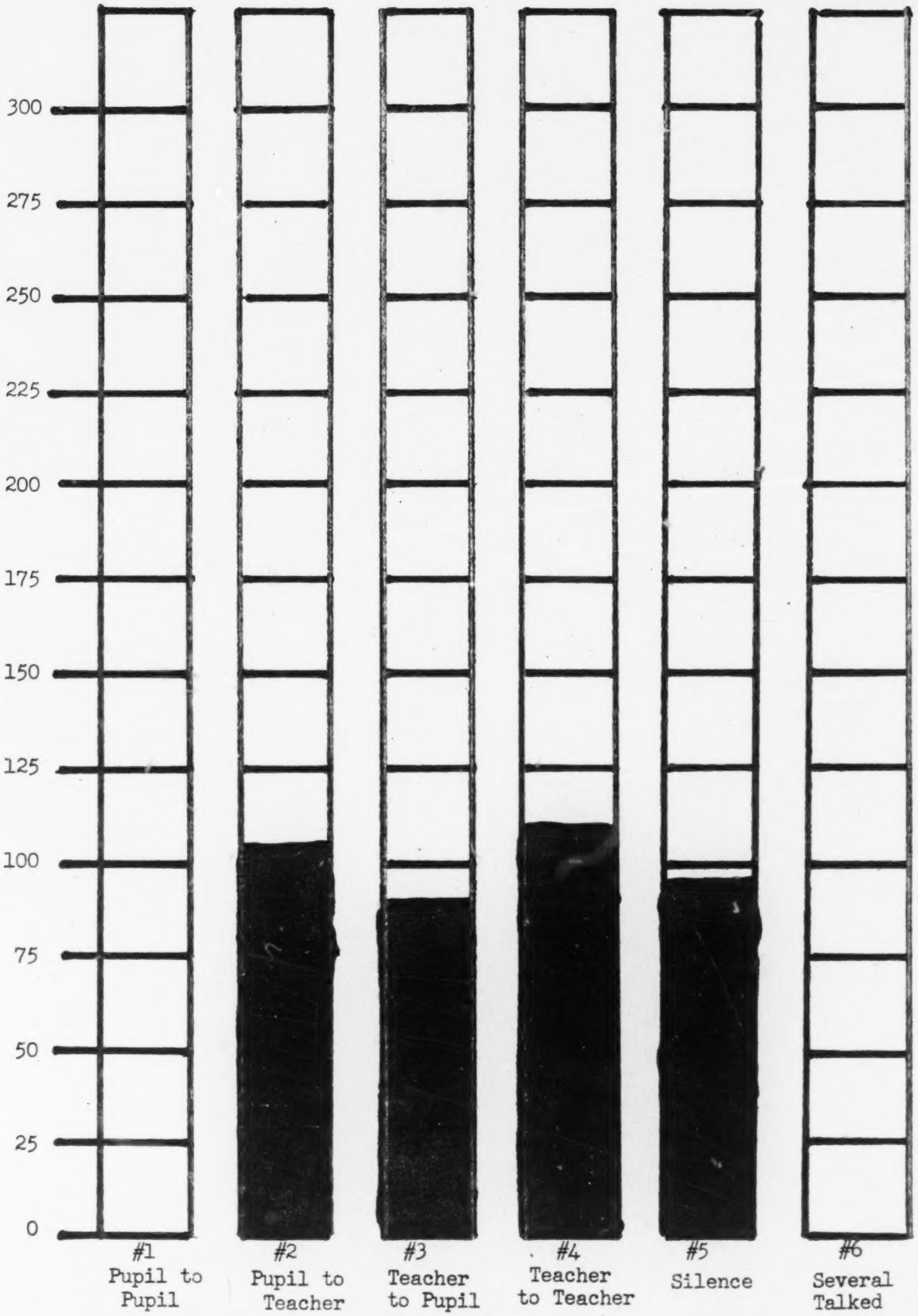
Name Instructor #4

Cause & Effect 11-69



INTERACTION TABLE

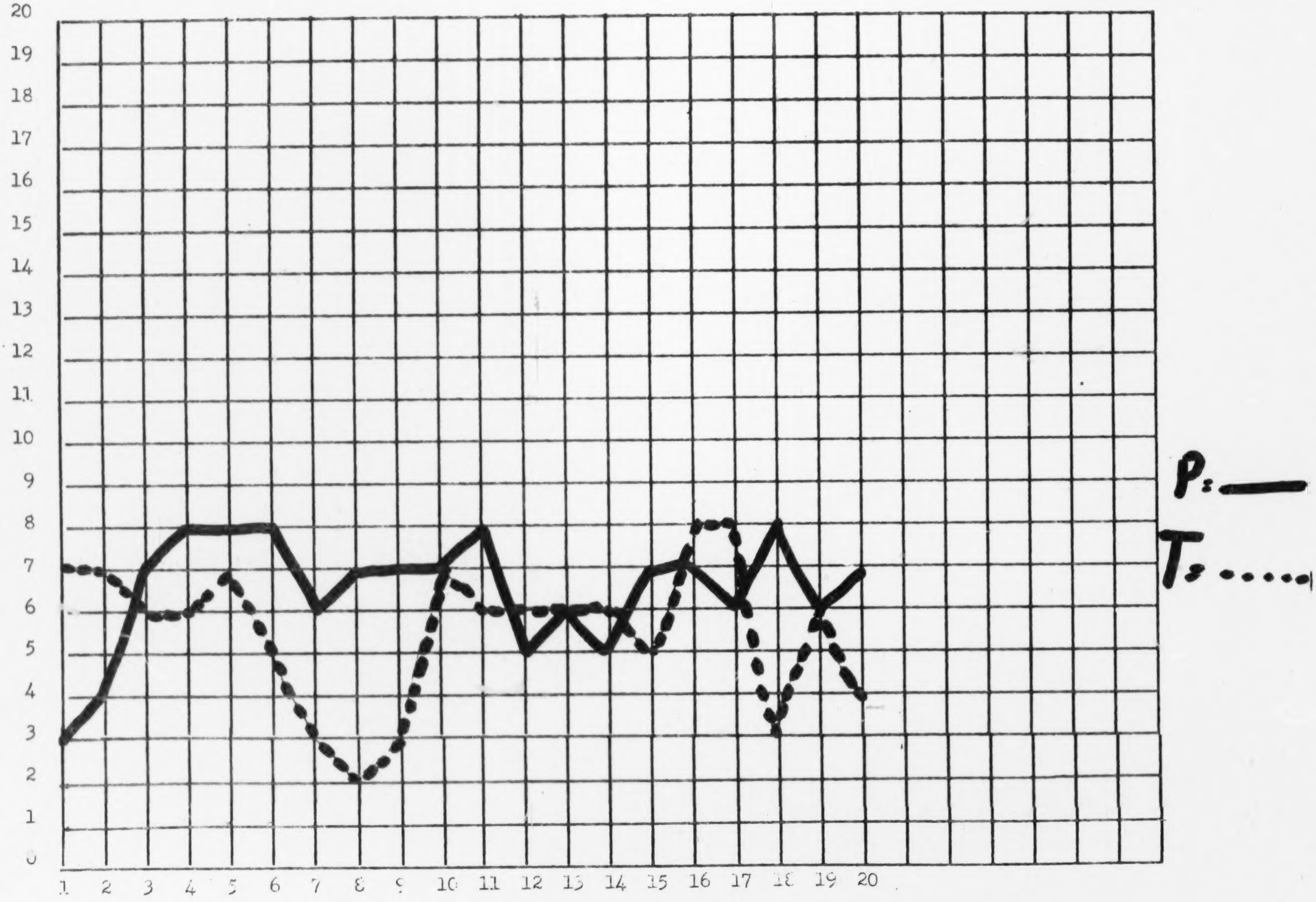
Name Instructor #4
Cause & Effect 11-69



INTERACTION TIME GRAPH

Name Instructor #5

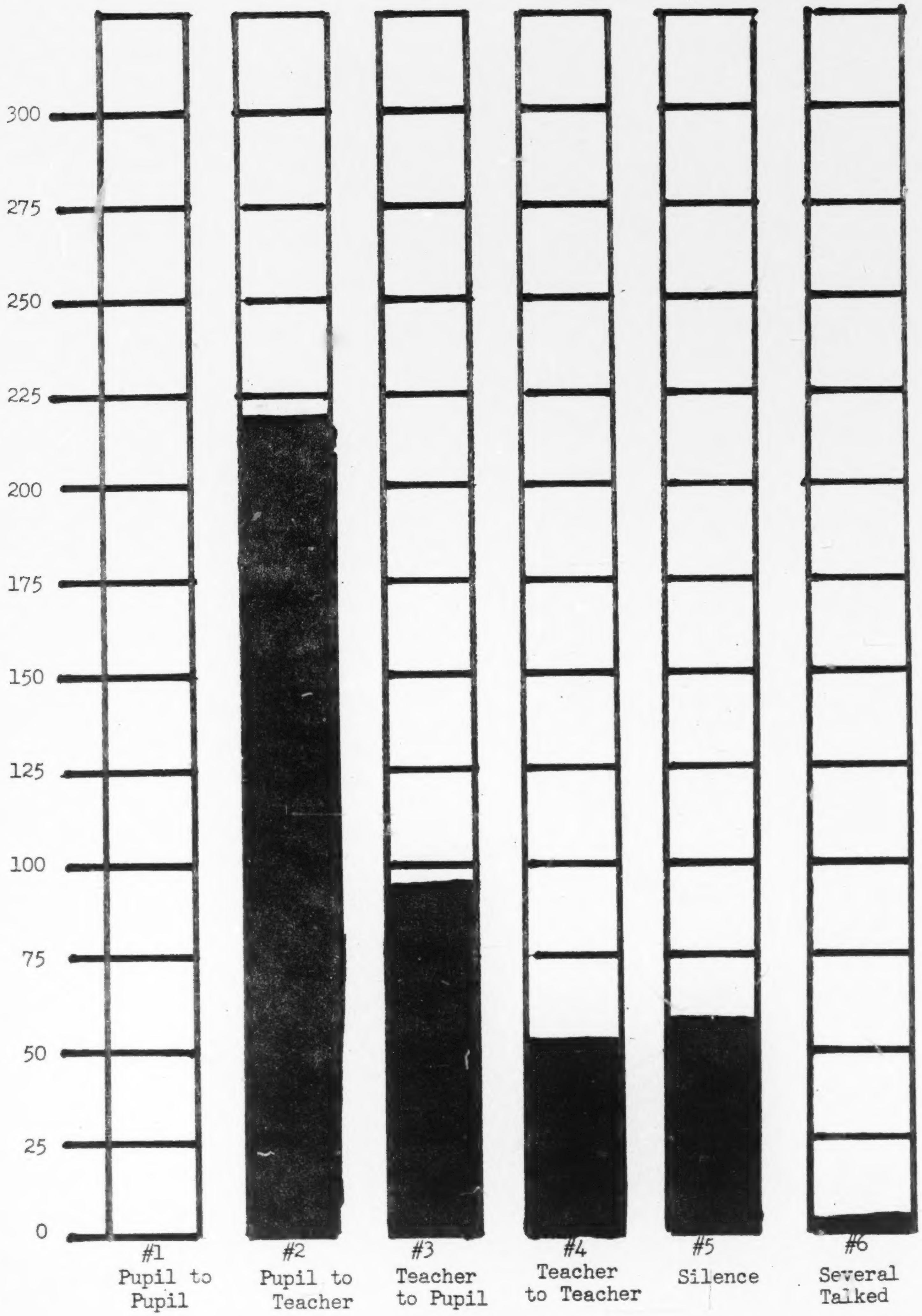
Similarities & Differences



INTERACTION TABLE

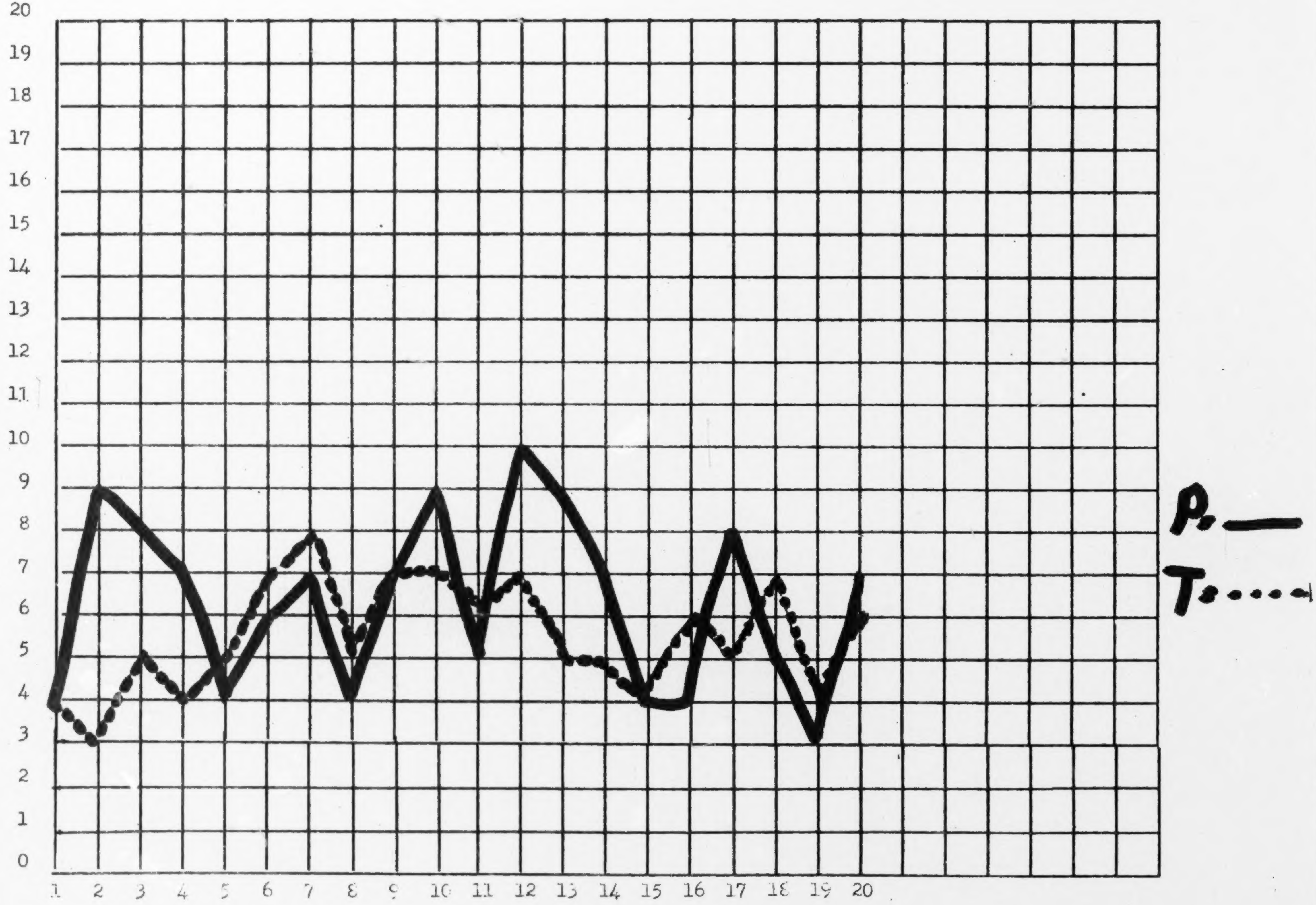
Name Instructor #5

Similarities & Differences



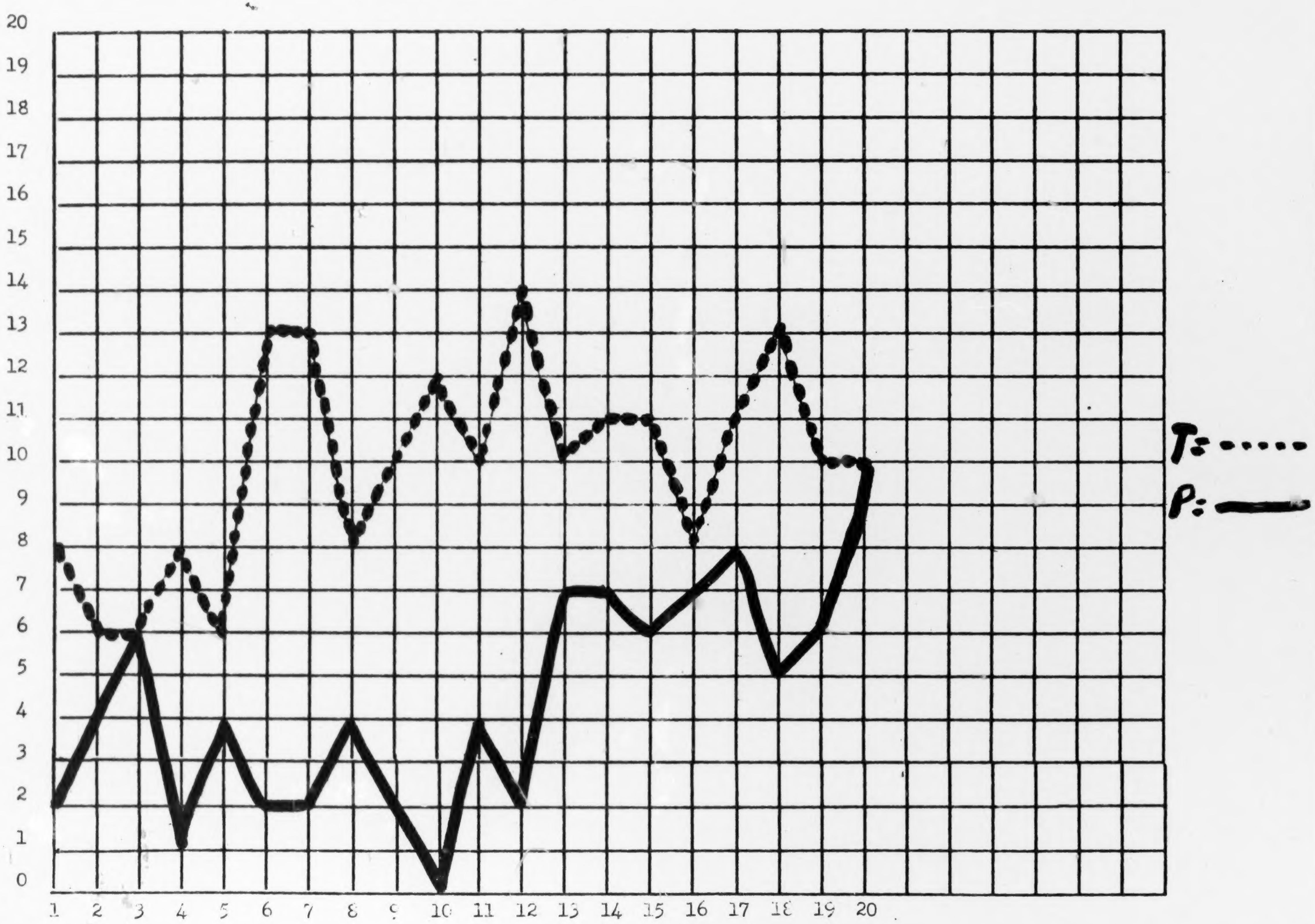
INTERACTION TIME GRAPH

Name Instructor #5
Concept Development



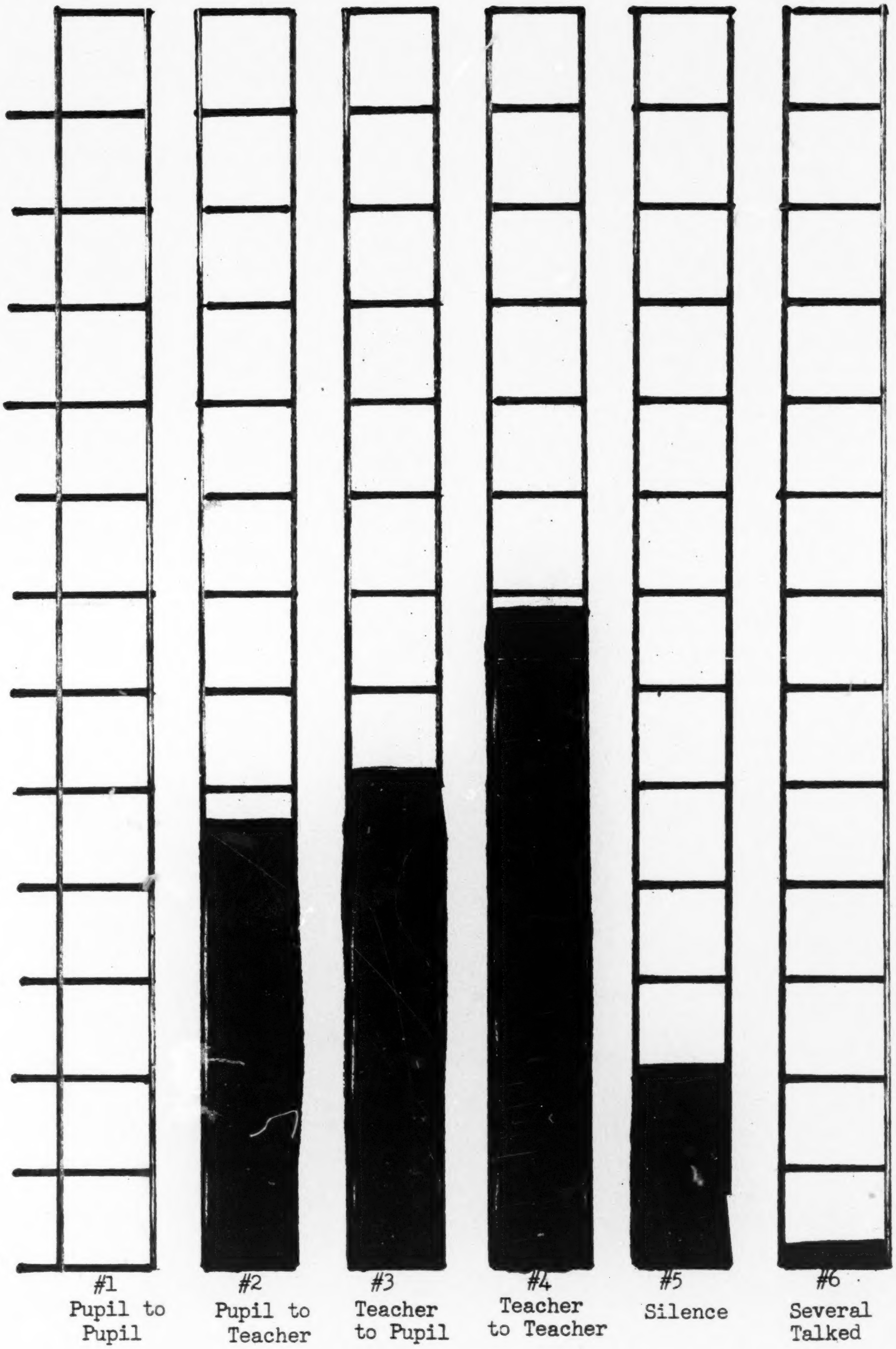
INTERACTION TIME GRAPH

Name Teacher #1
Cause & Effect-Gr. I



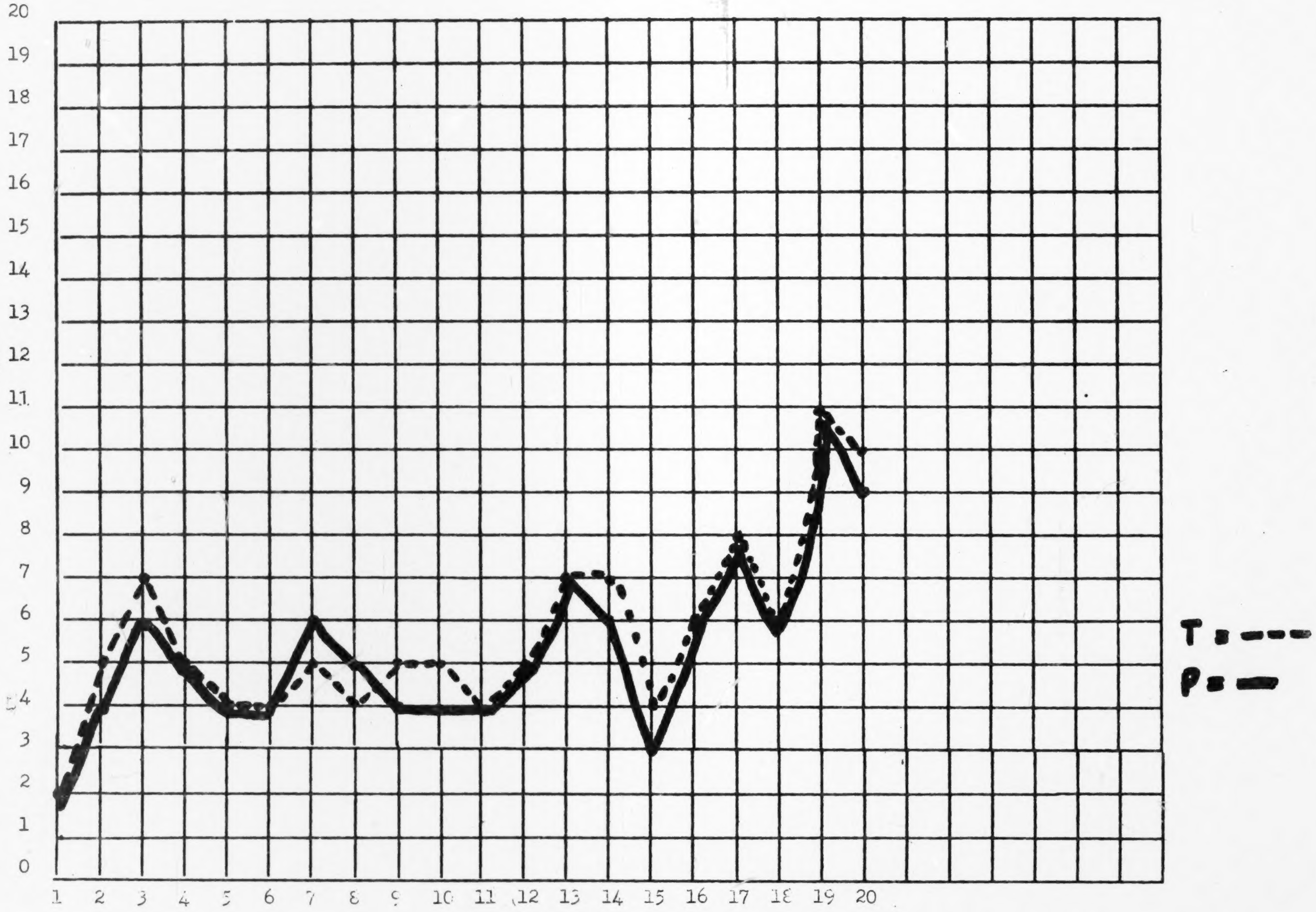
INTERACTION TABLE

Name Teacher #1 Cause & Effect Gr. I



INTERACTION TIME GRAPH

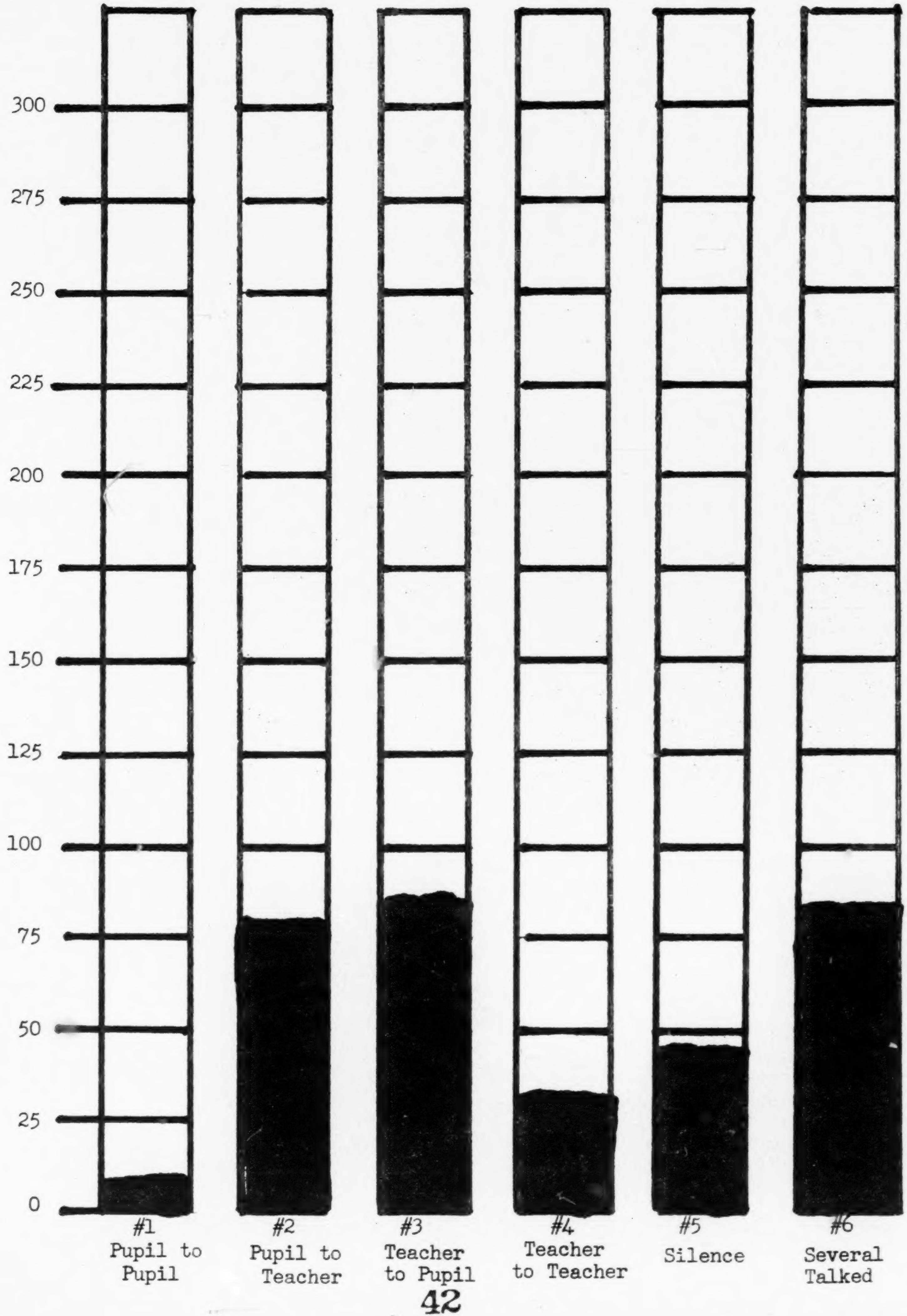
Name Teacher #2
Tape No. 1



INTERACTION TABLE

Name Teacher #2

Tape No. 1



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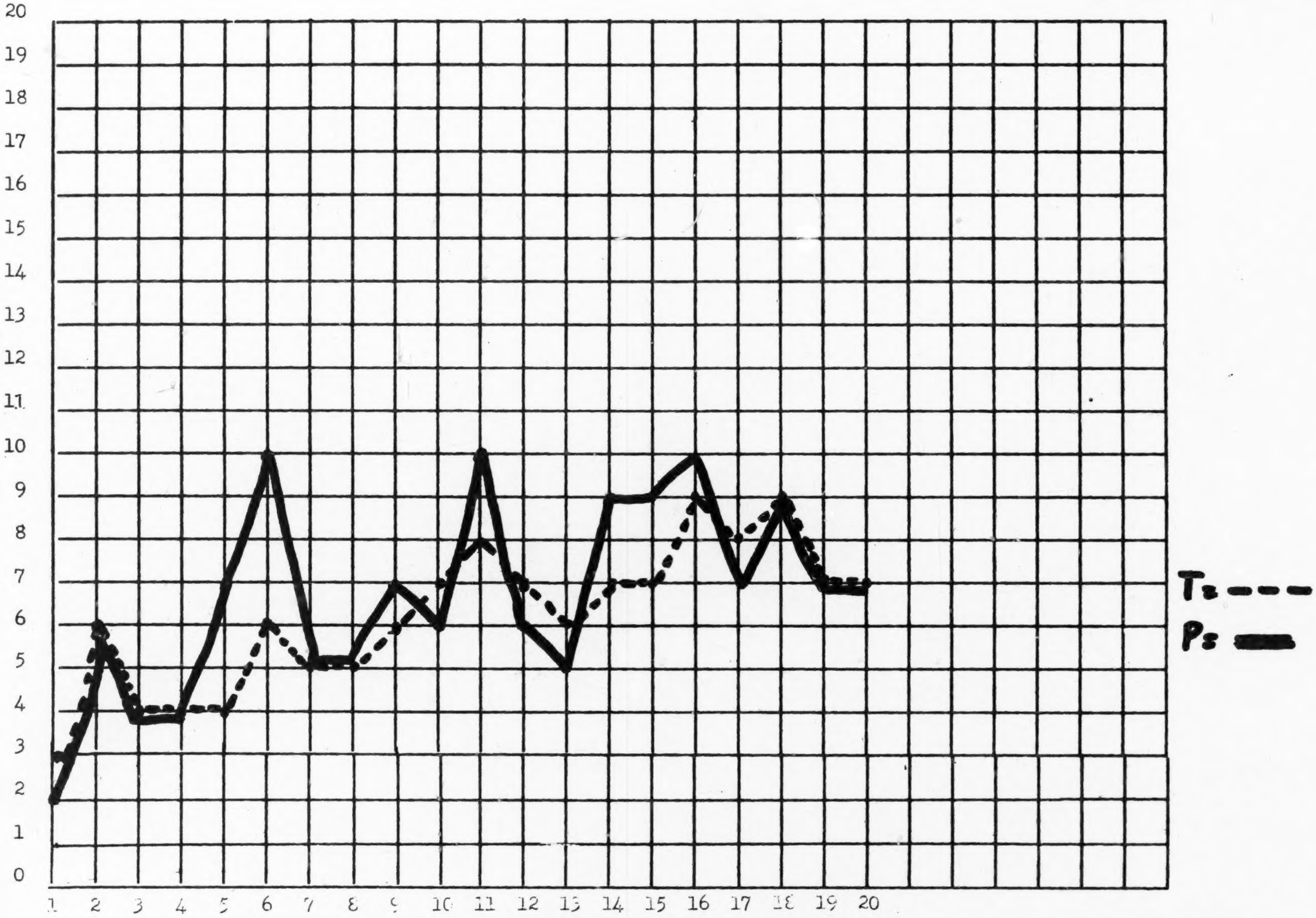
INTERACTION TIME GRAPH

Name Teacher #2

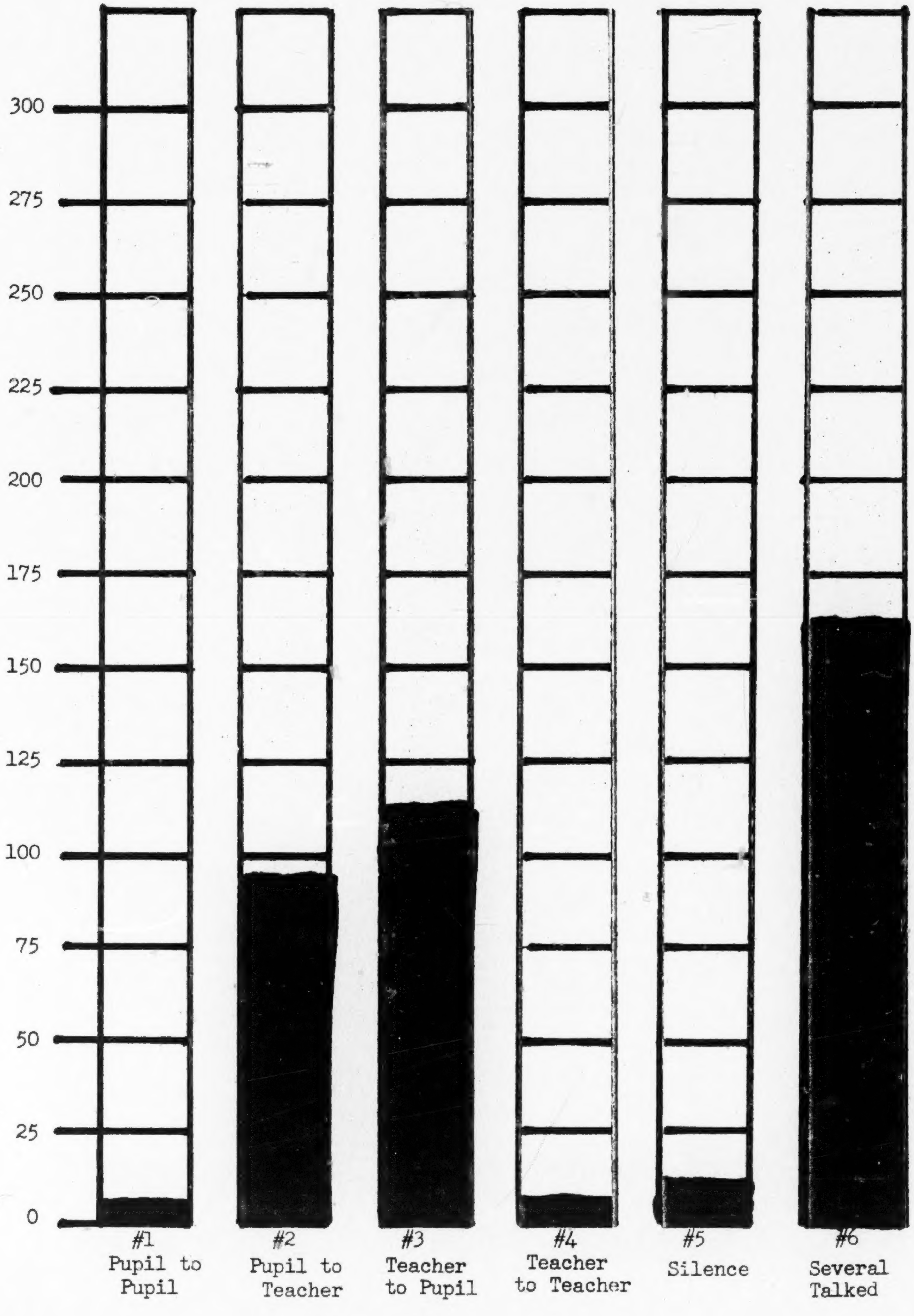
Tape No. 2



INTERACTION TABLE

Name Teacher #2

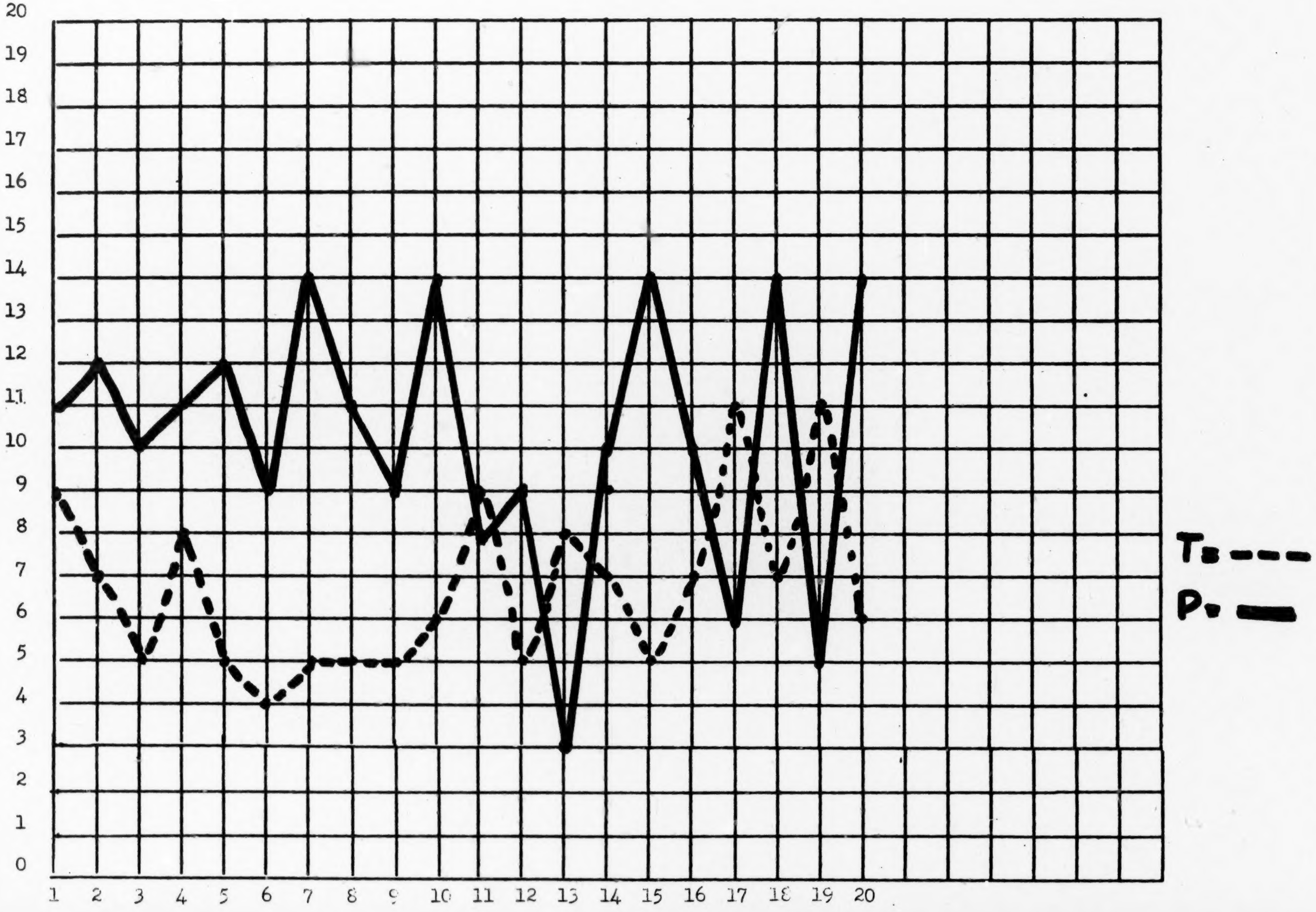
Tape No. 2



INTERACTION TIME GRAPH

Name Teacher #2

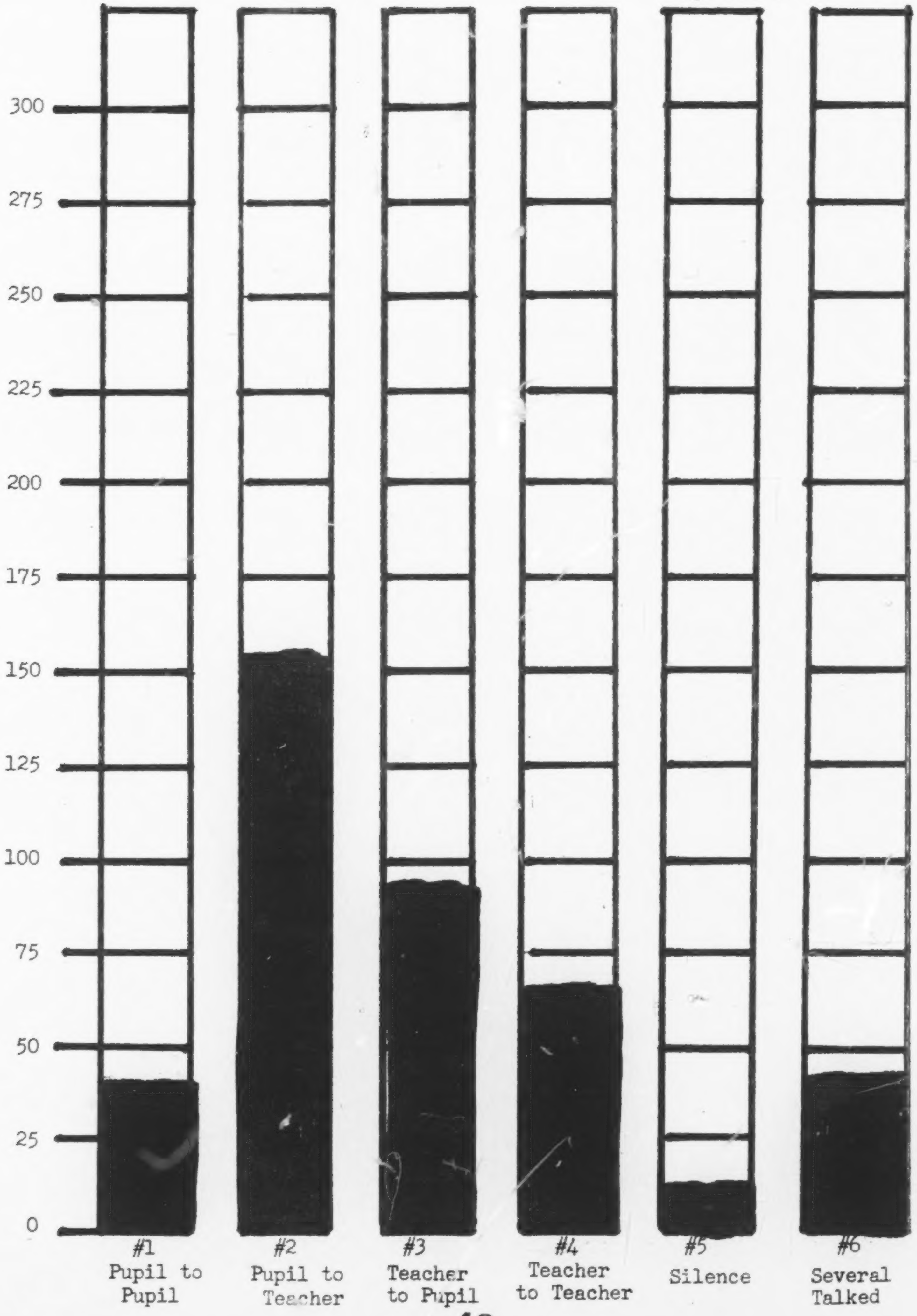
Tape No. 3



INTERACTION TABLE

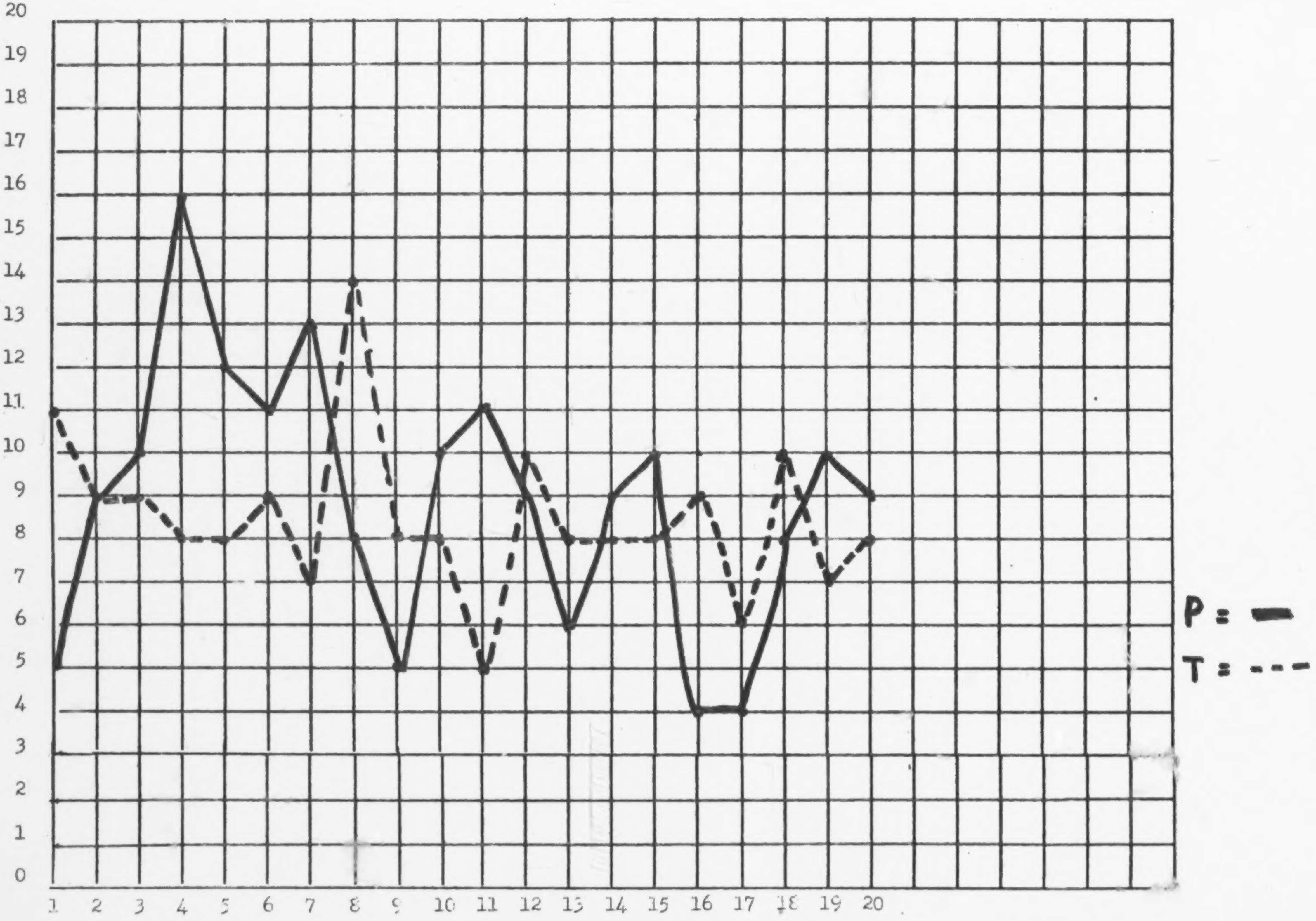
Name Teacher #2

Tape No. 3



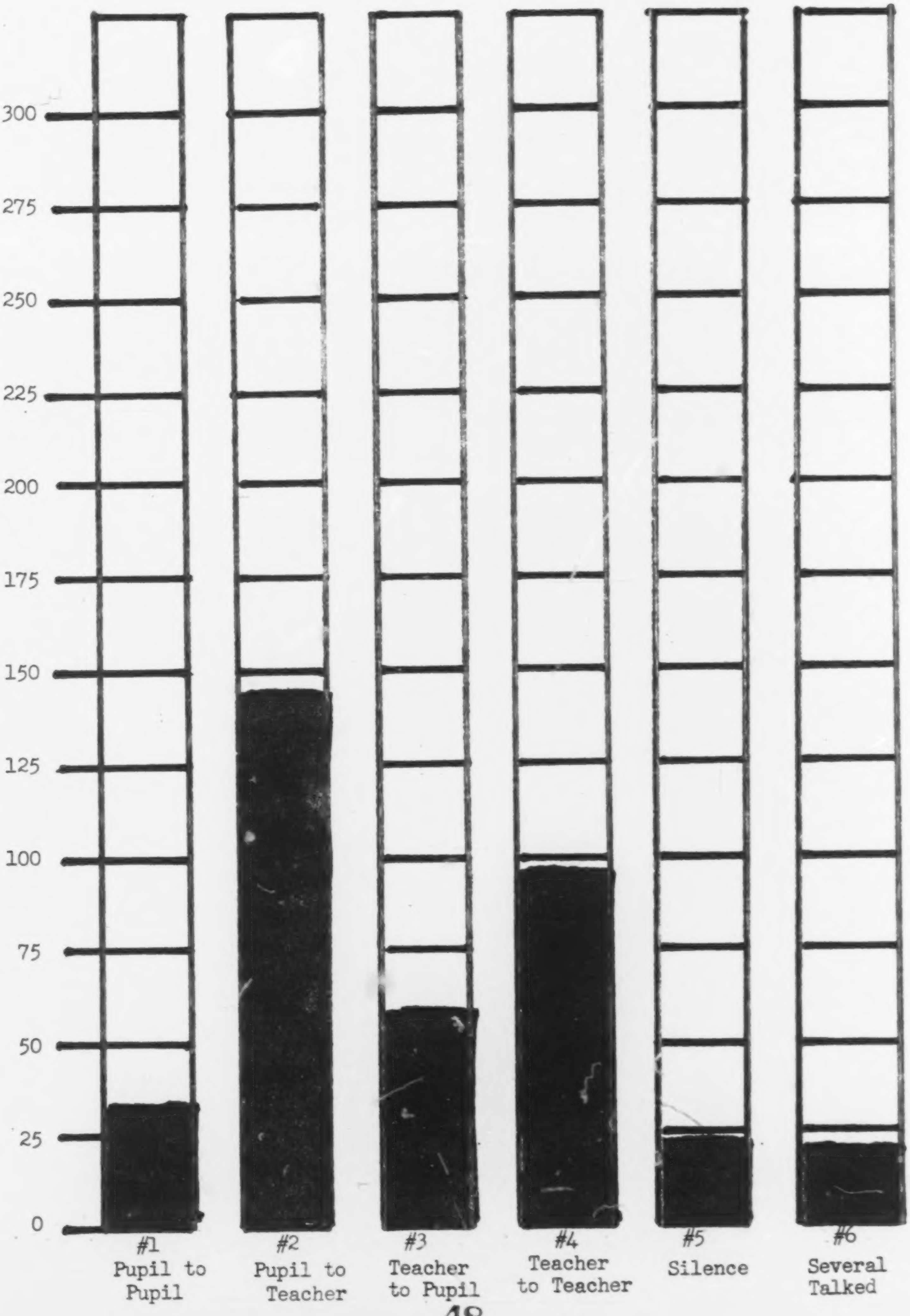
INTERACTION TIME GRAPH

Name Teacher #2
Tape 3-Cause & Effect



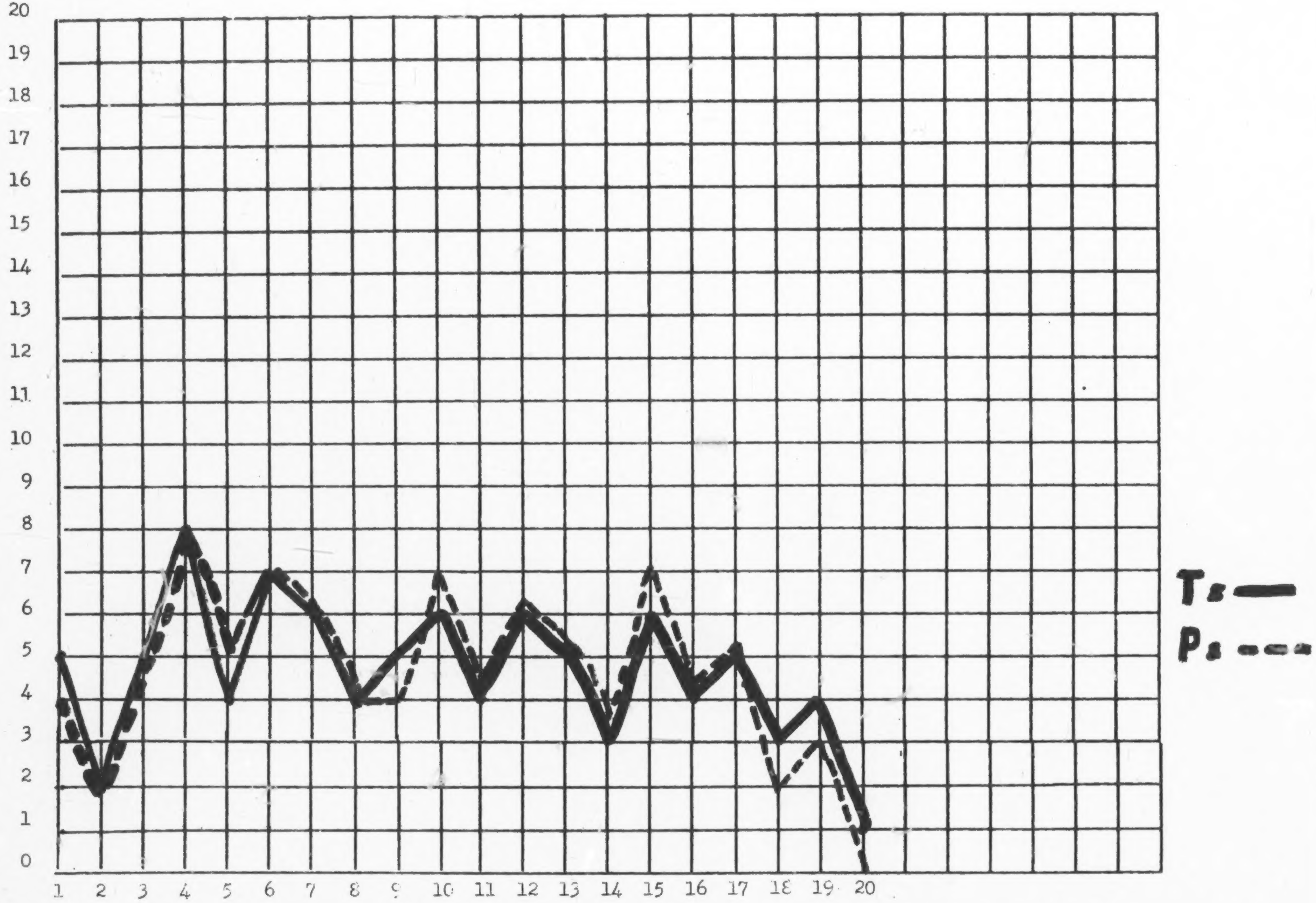
INTERACTION TABLE

Name Teacher #2 Tape No. 3-Cause & Effect



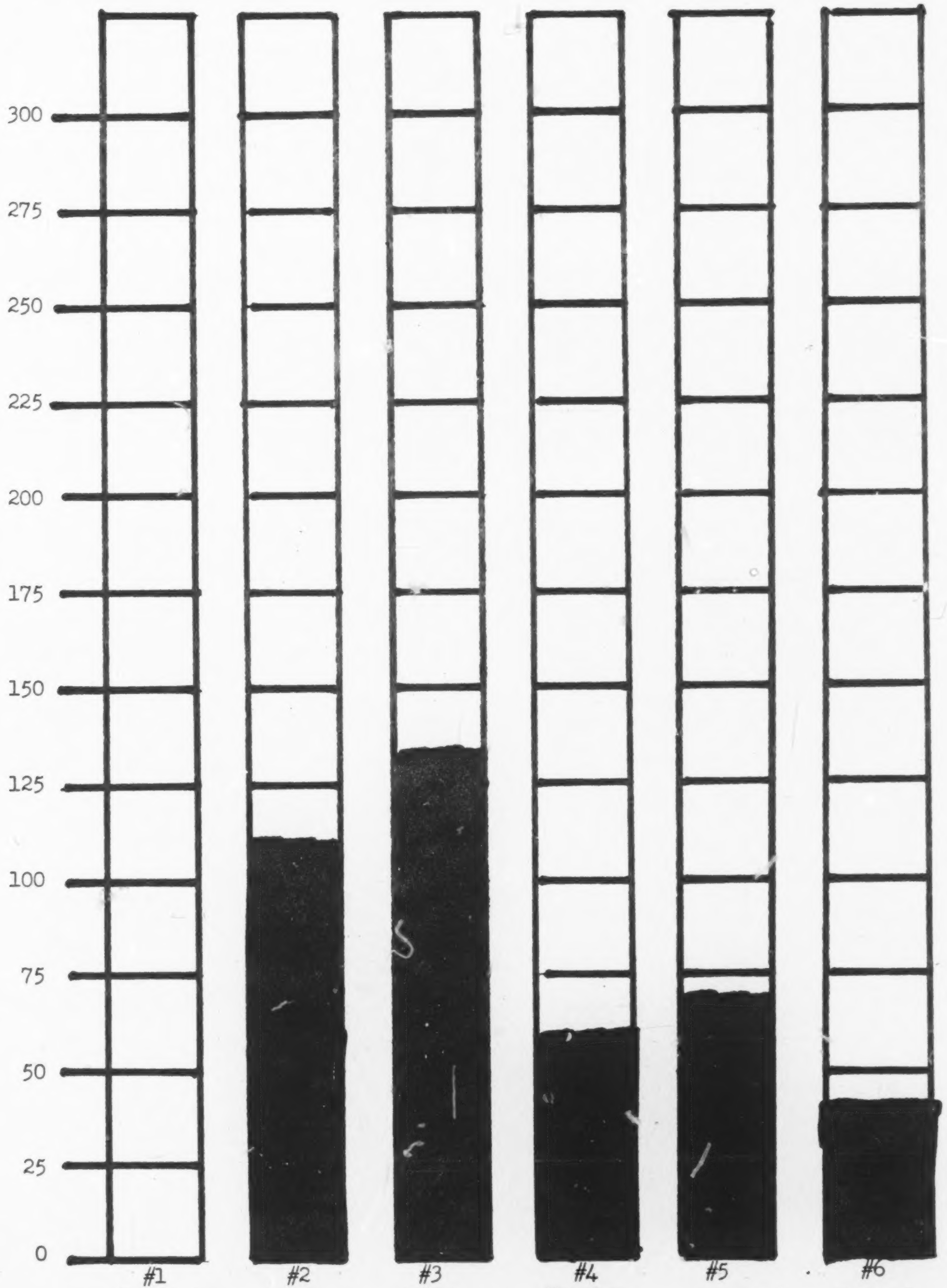
INTERACTION TIME GRAPH

Name Teacher #5
Tape No. 1



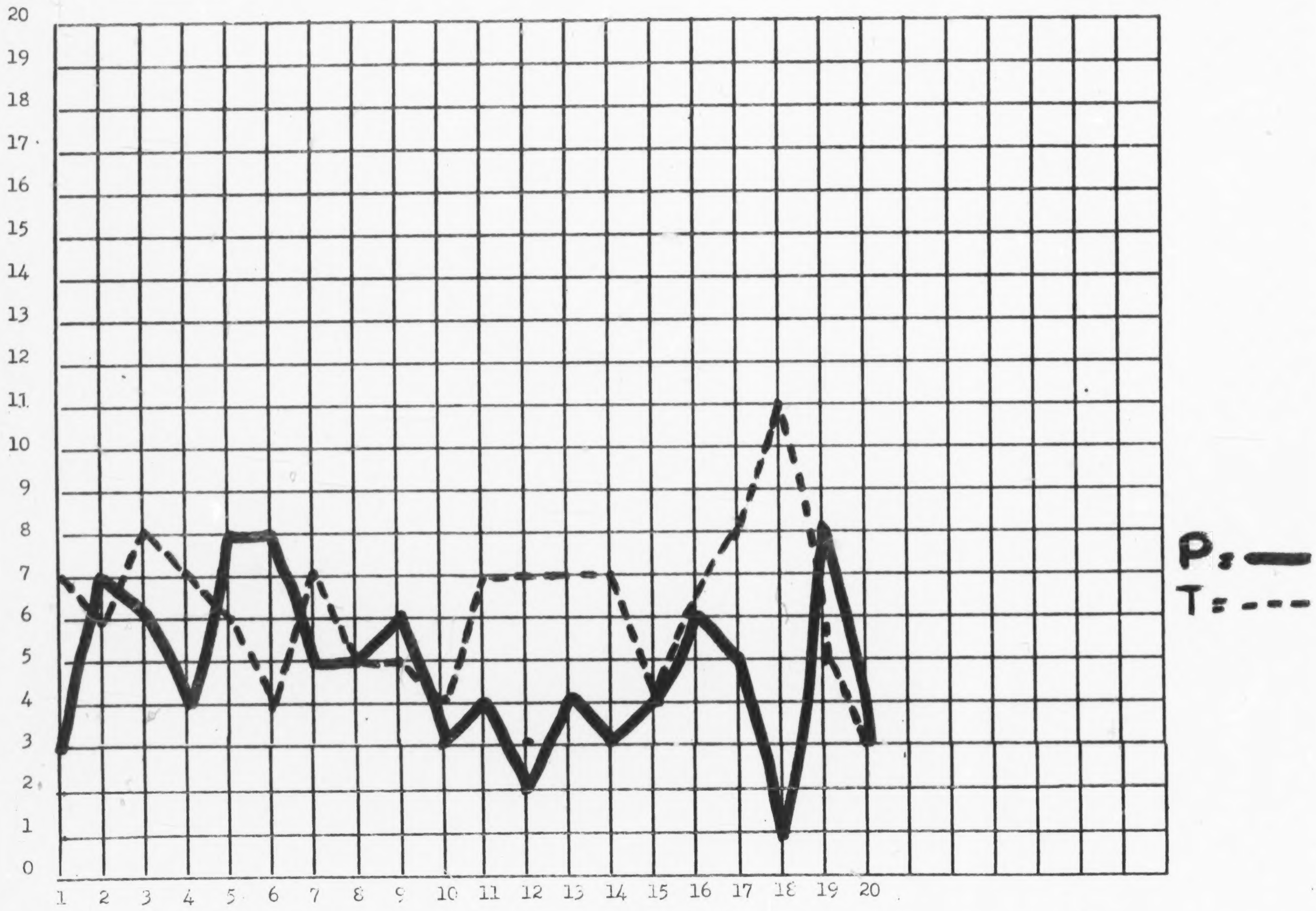
INTERACTION TABLE

Name Teacher #5 Tape No. 1



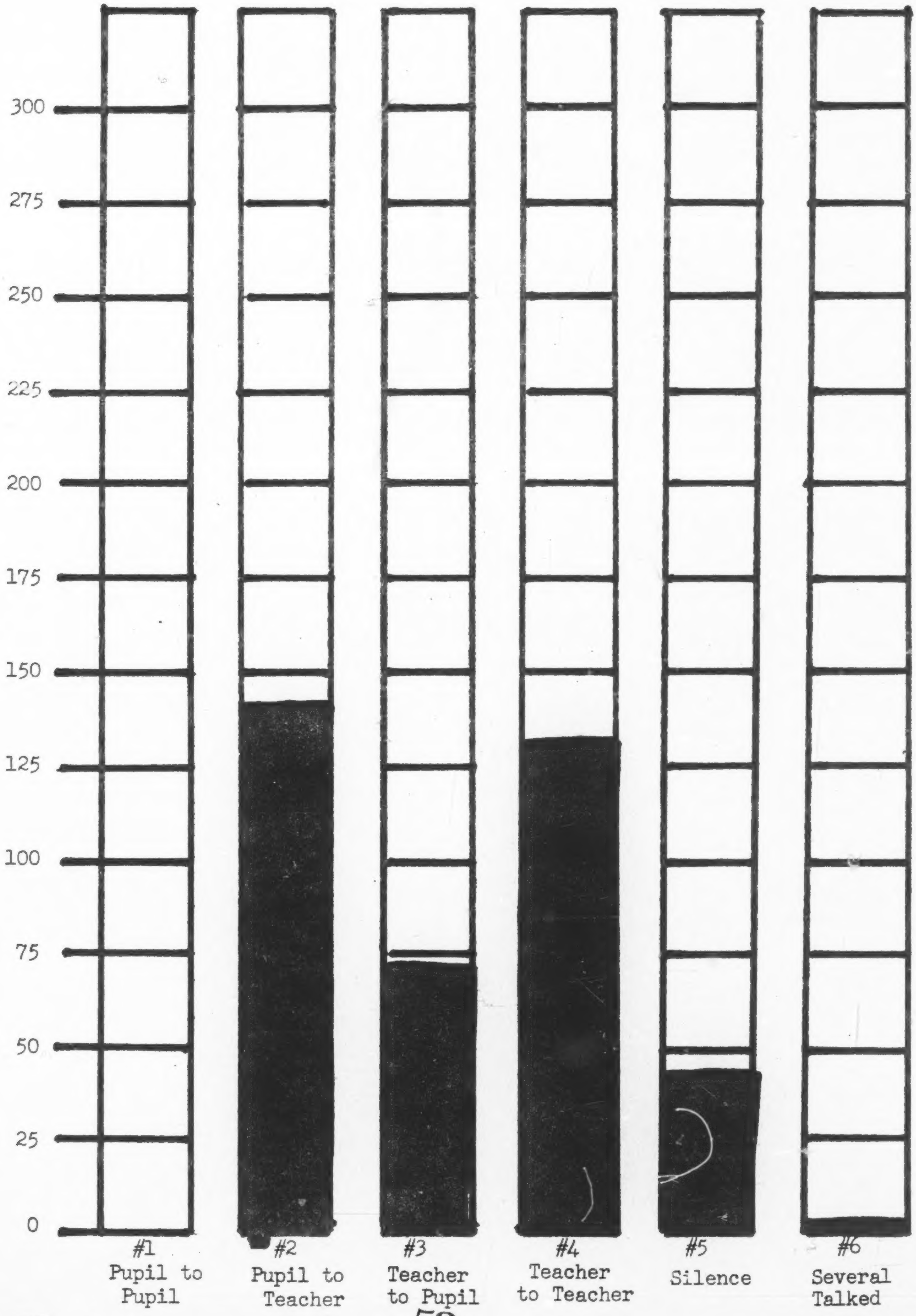
INTERACTION TIME GRAPH

Name Teacher #5
Tape No. 2
Int. of Data



INTERACTION TABLE

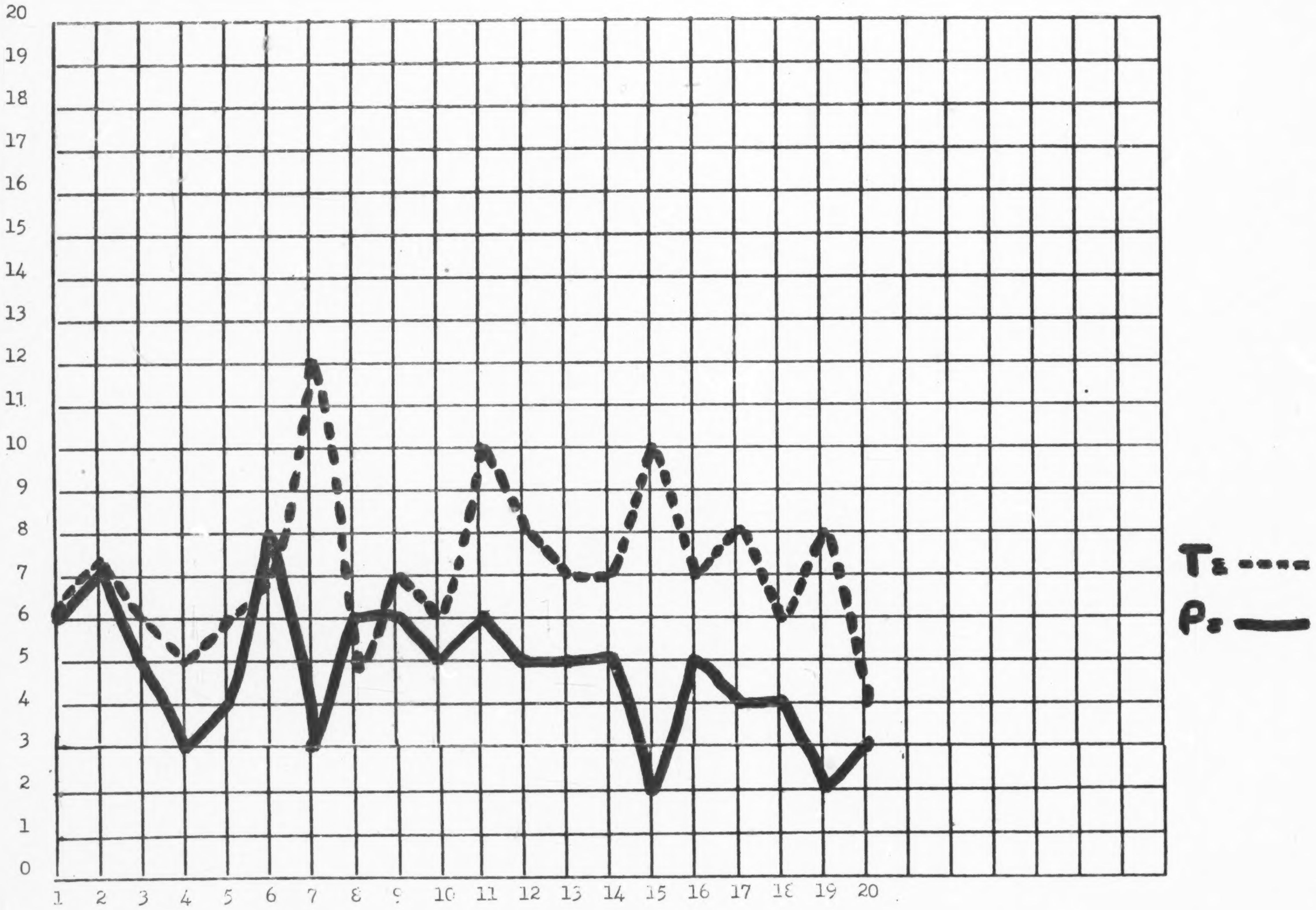
Name Teacher #5 Tape No. 2
Int. of Data



INTERACTION TIME GRAPH

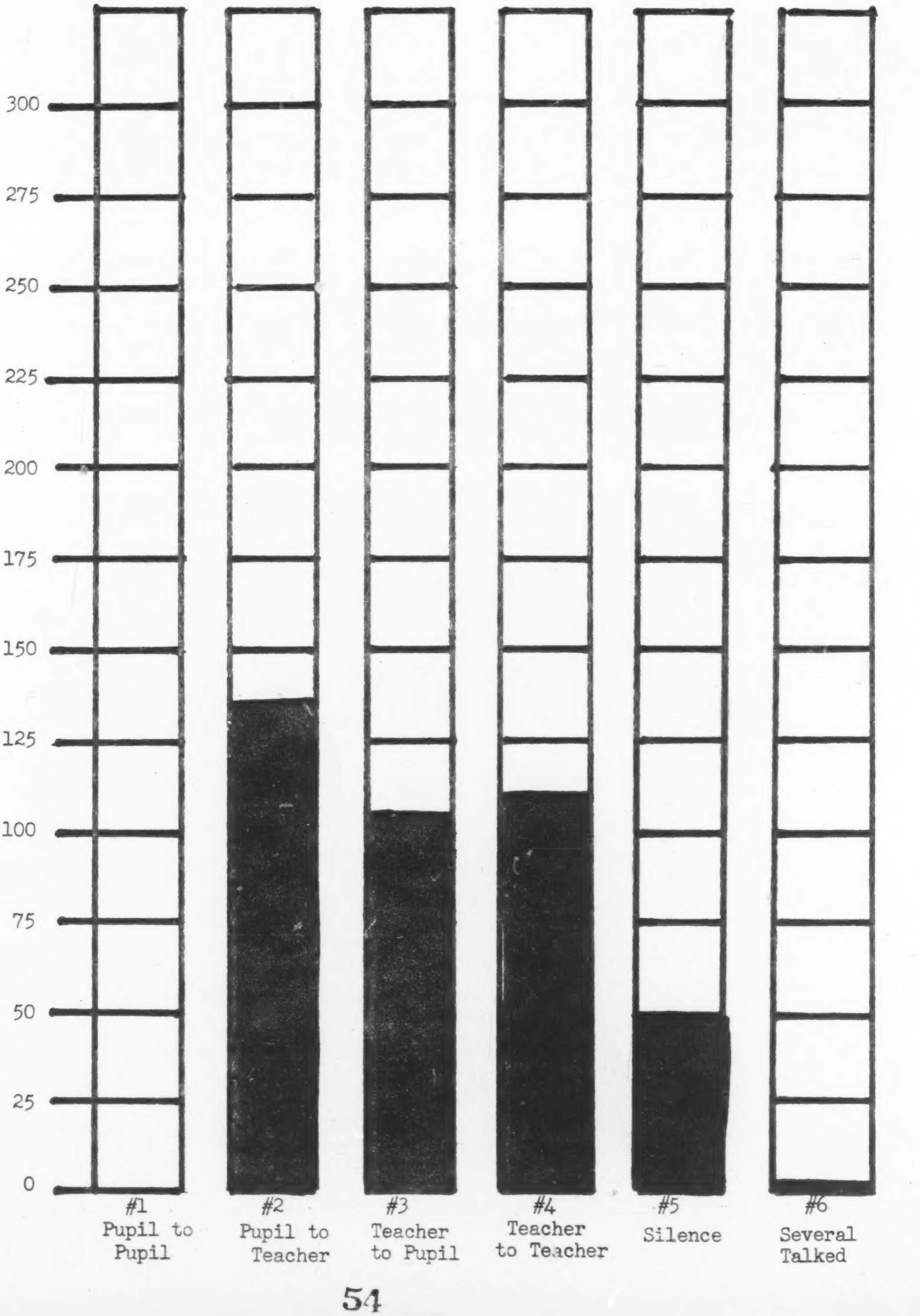
Name Teacher #5

Tape No. 3



INTERACTION TABLE

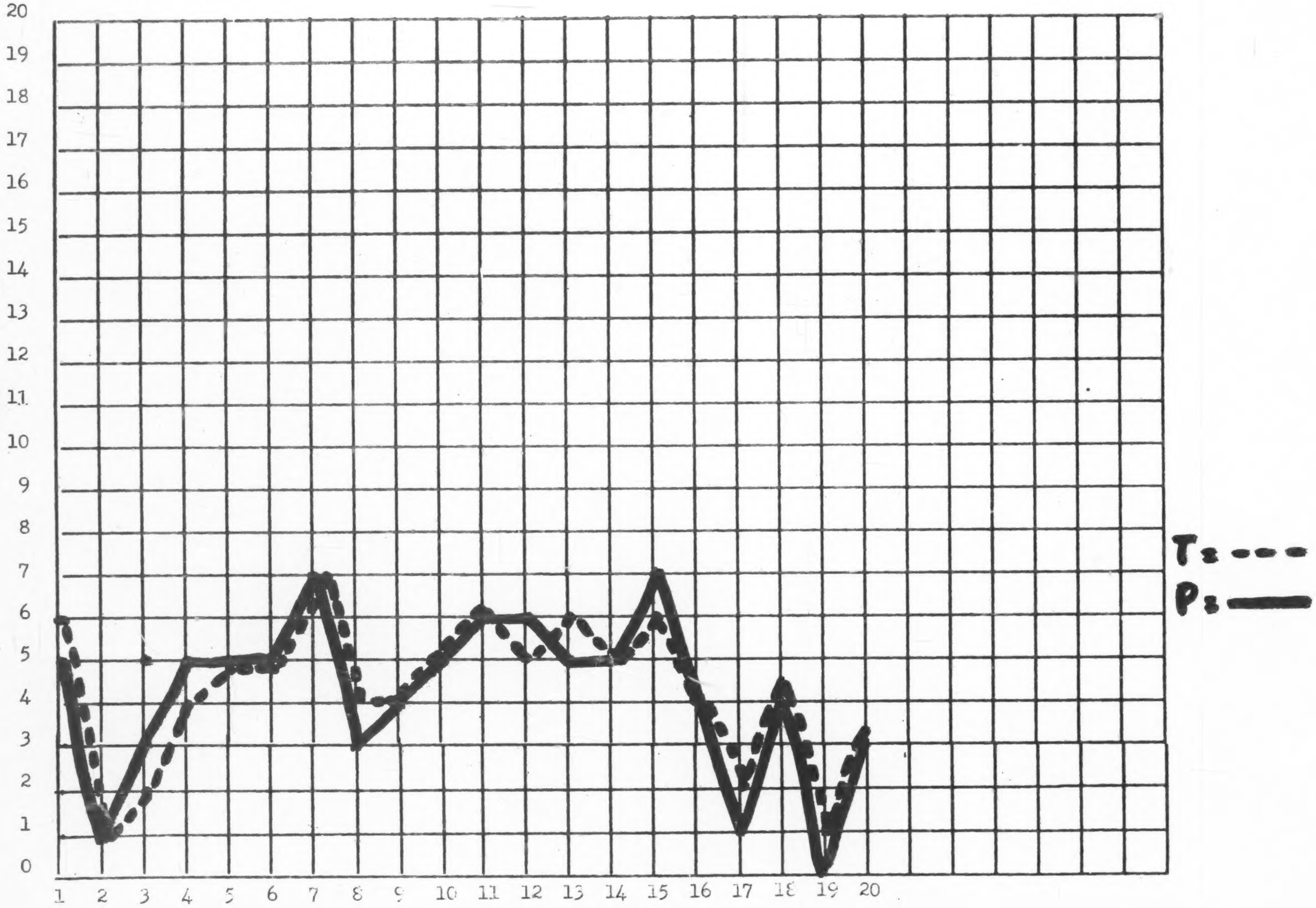
Name Teacher #5 Tape No. 3



INTERACTION TIME GRAPH

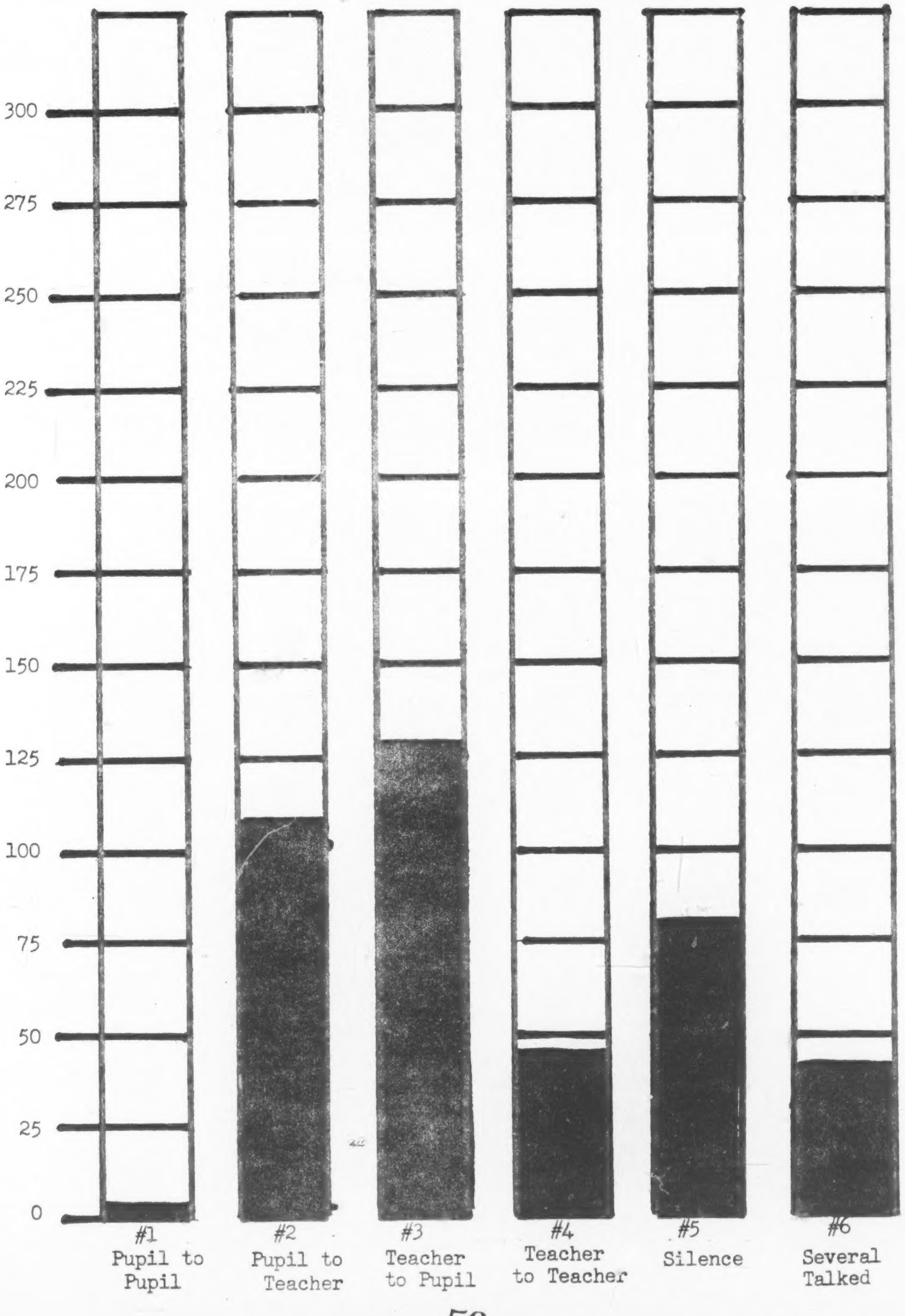
Name Teacher #6

Tape No. 1



INTERACTION TABLE

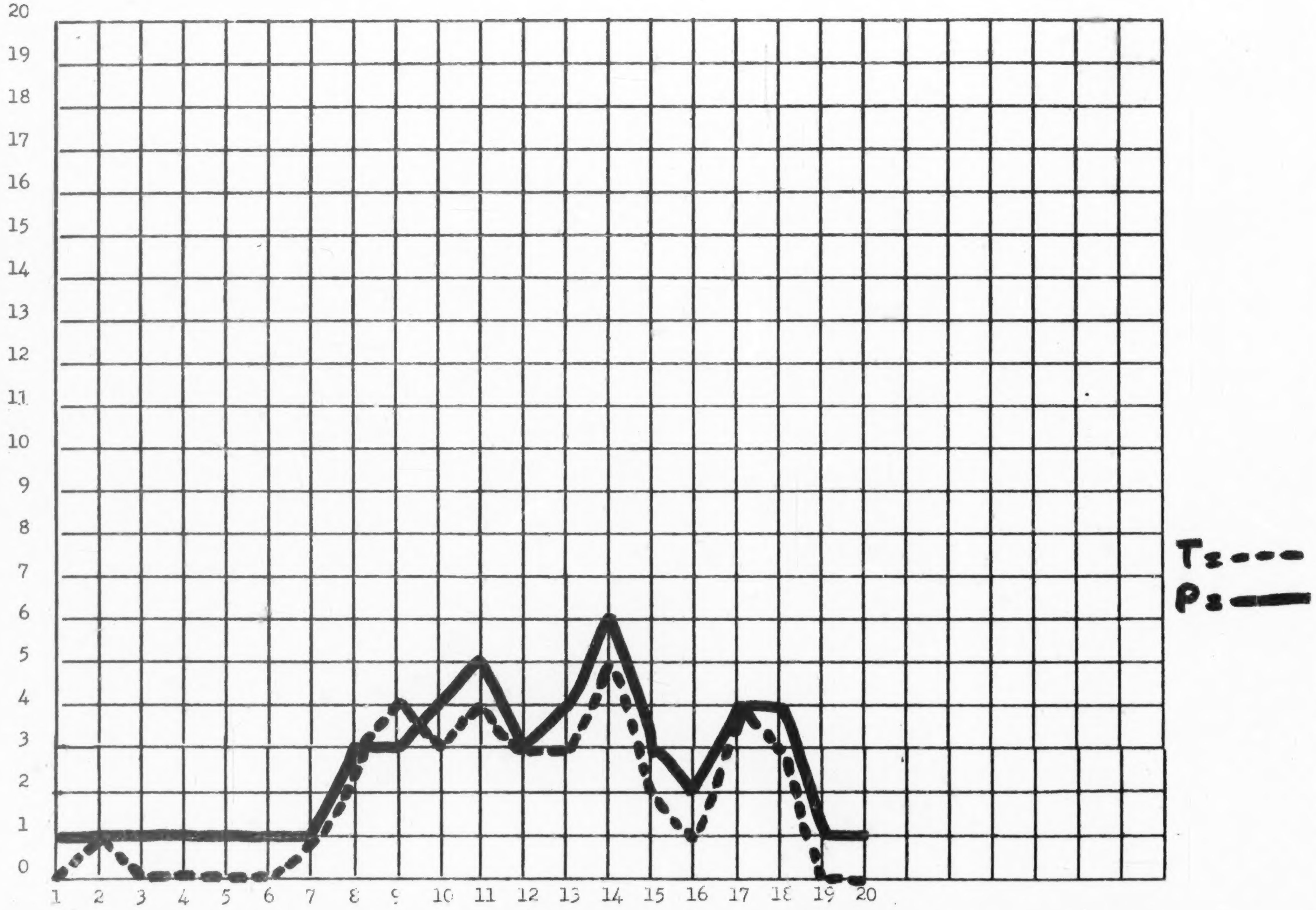
Name Teacher #6 Tape No. 1



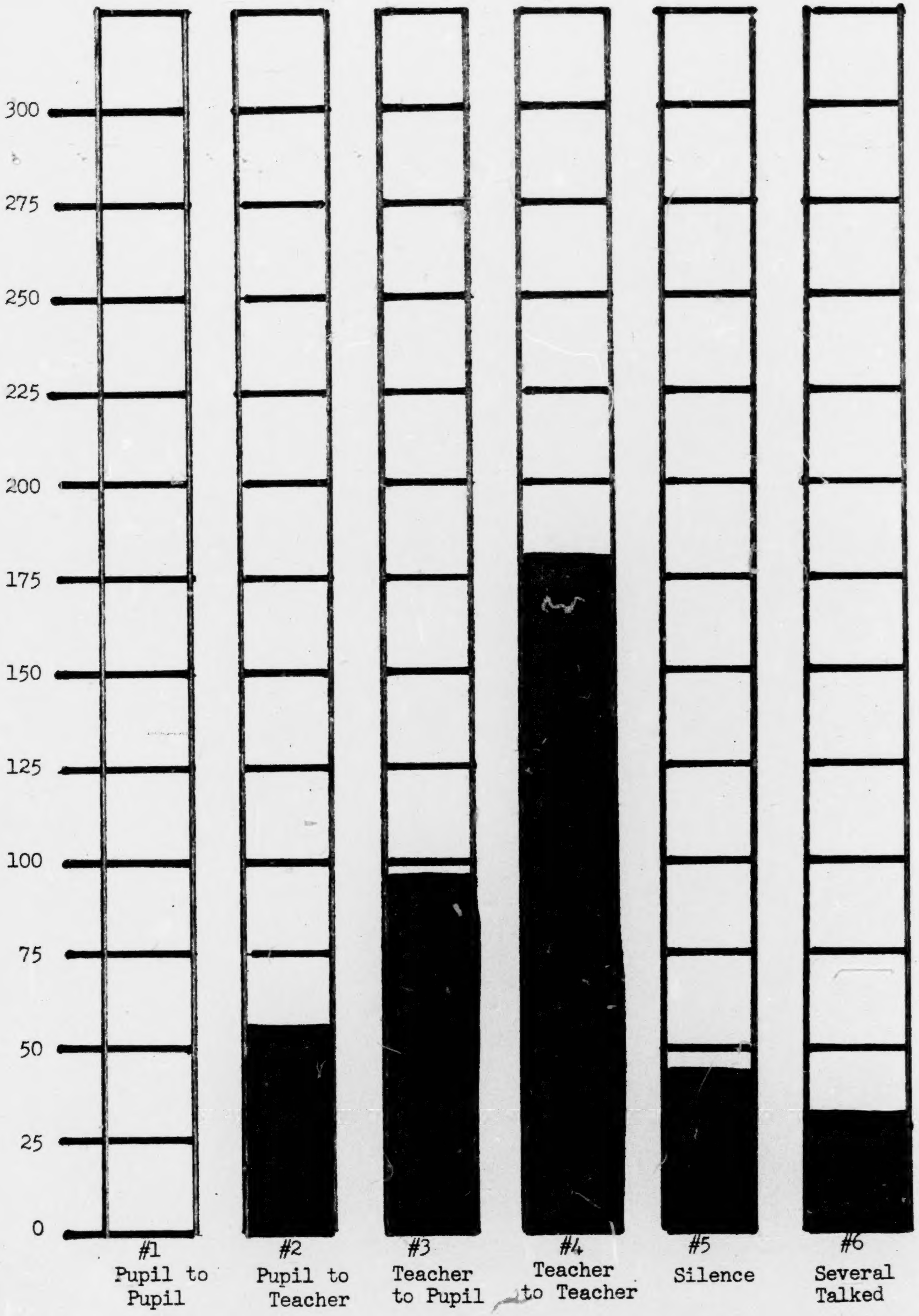
INTERACTION TIME GRAPH

Name Teacher #6

Tape No. 2

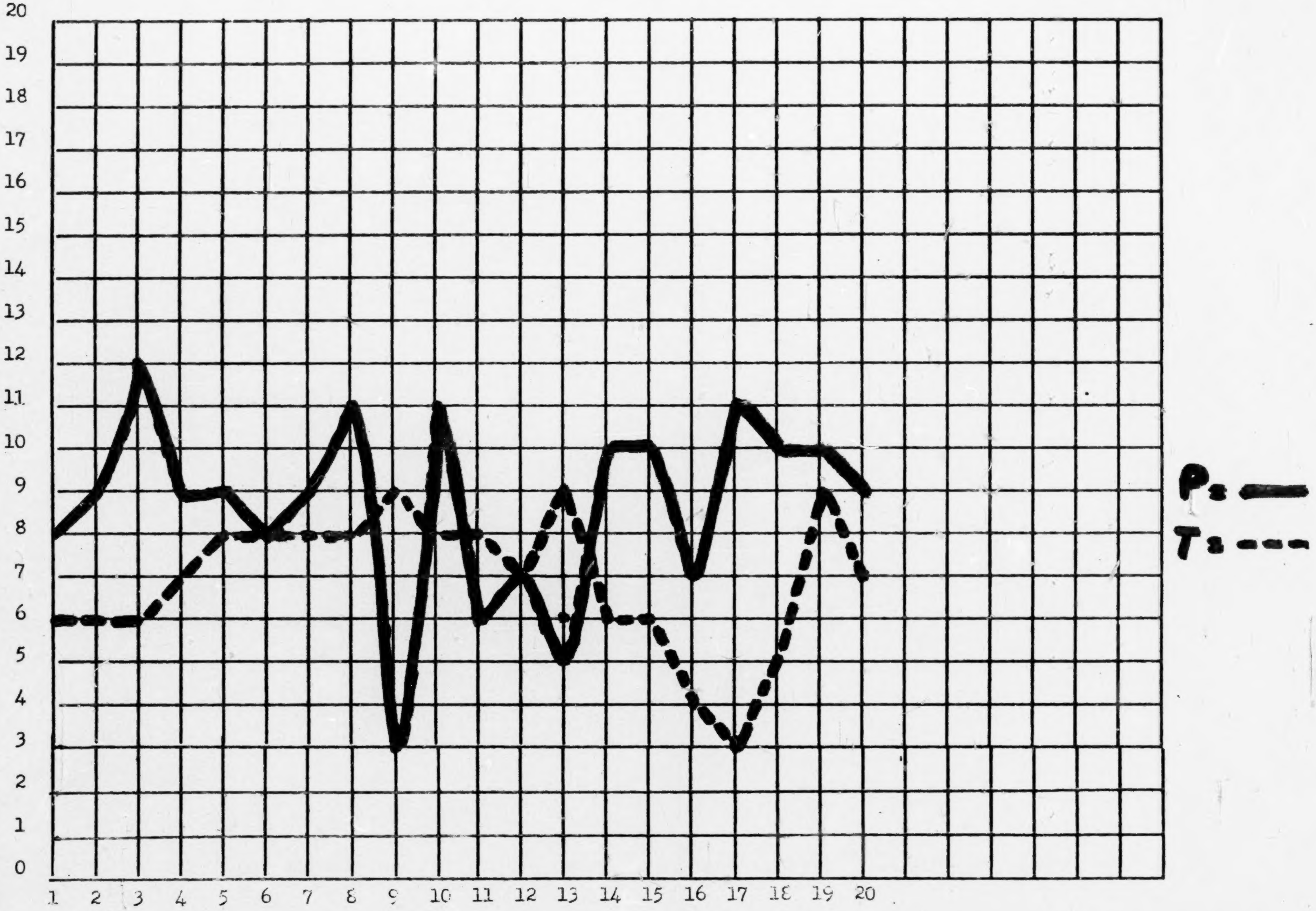


INTERACTION TABLE Name Teacher #6 Tape No. 2



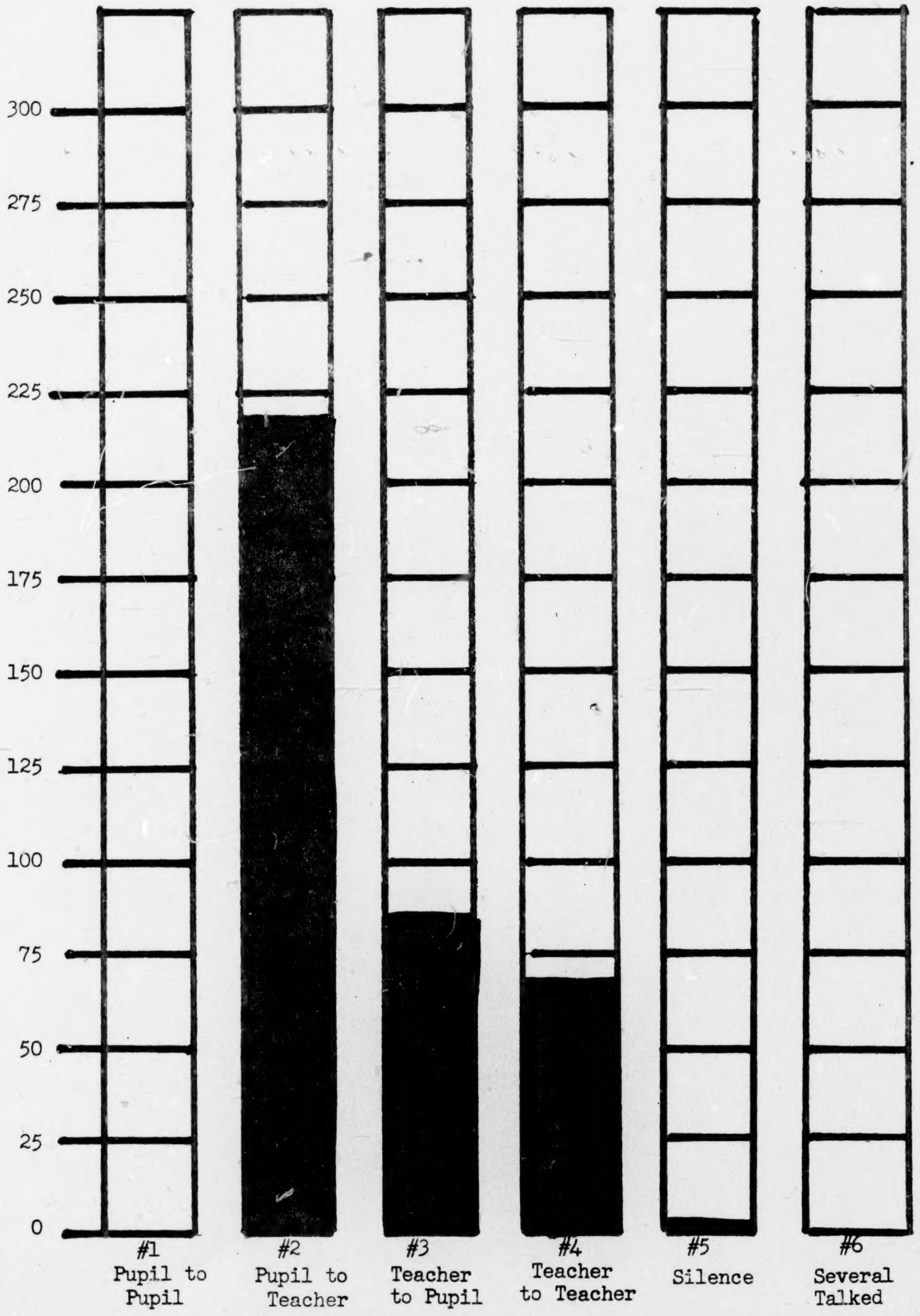
INTERACTION TIME GRAPH

Name Teacher #6
Tape No. 3



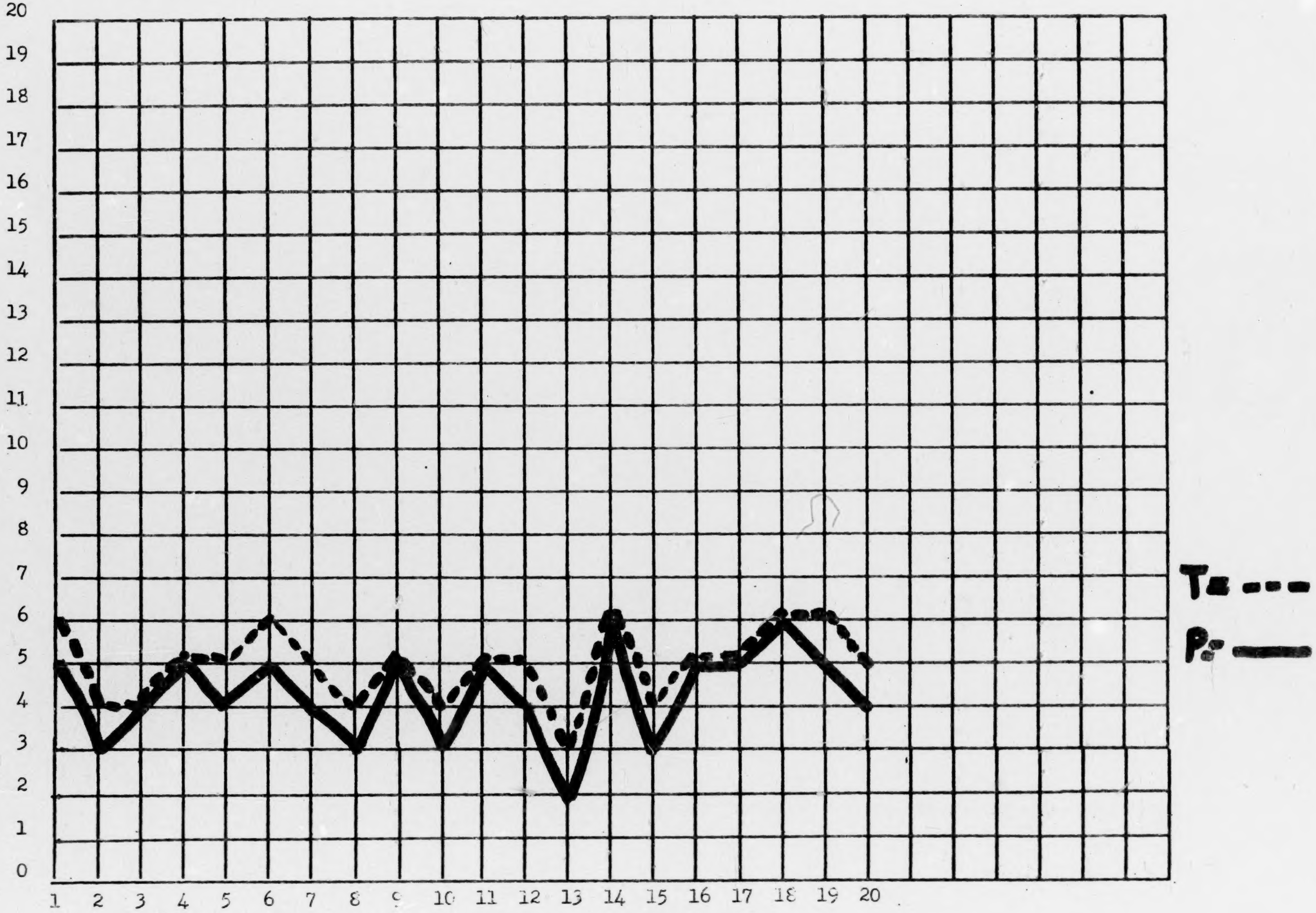
INTERACTION TABLE

Name Teacher #6 Tape No. 3



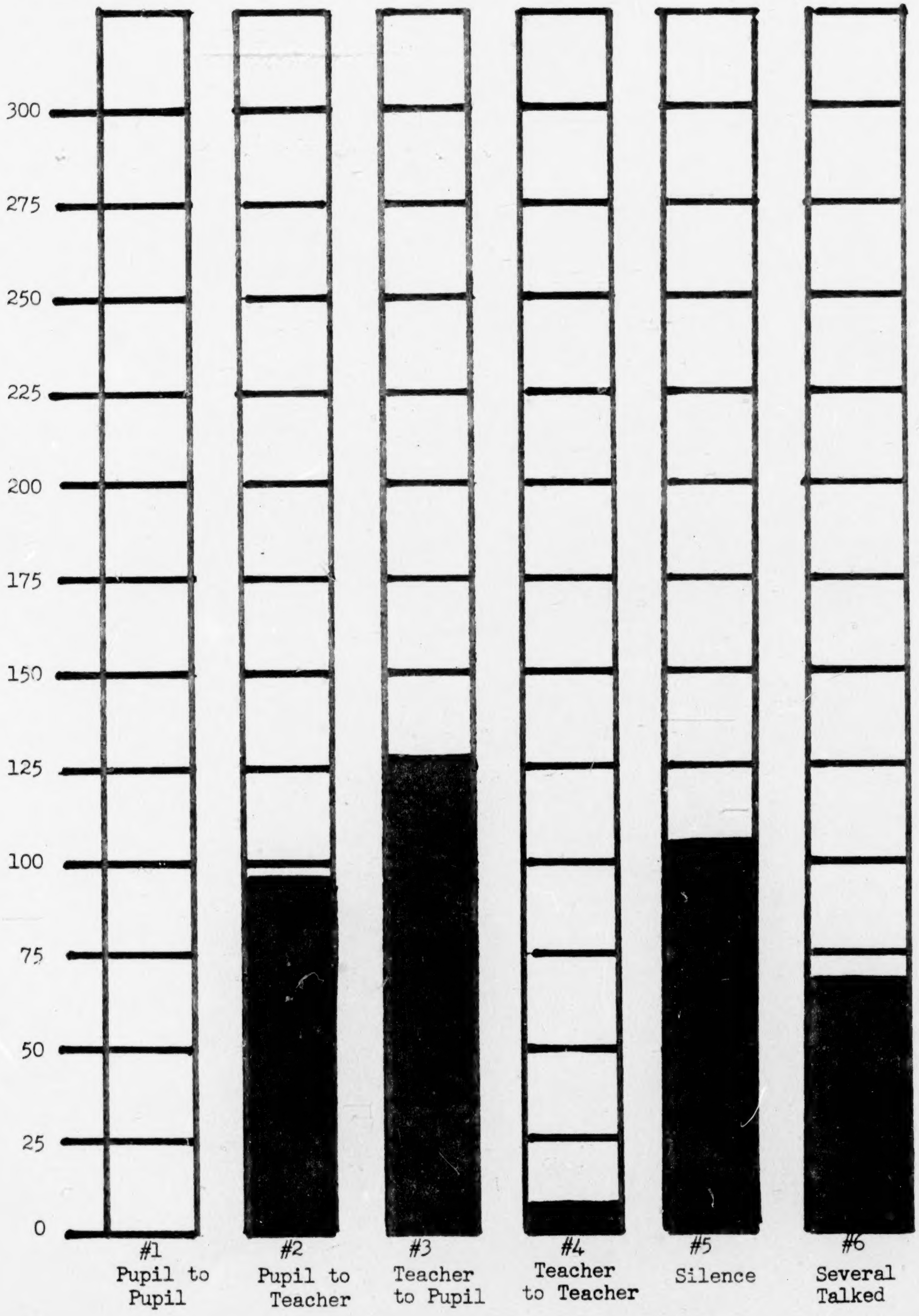
INTERACTION TIME GRAPH

Name Teacher #7
Tape No. 1



INTERACTION TABLE

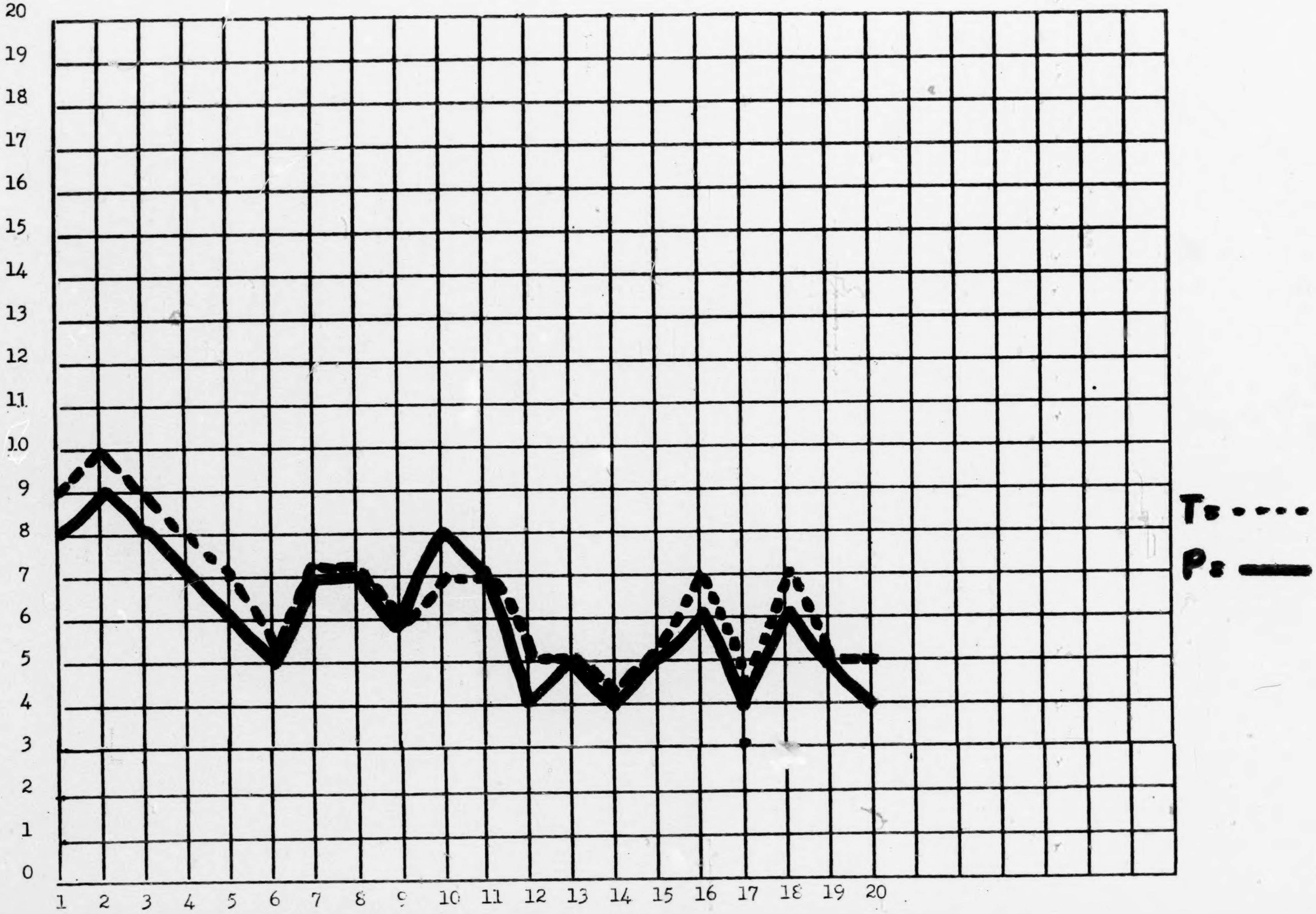
Name Teacher #7 Tape No. 1



INTERACTION TIME GRAPH

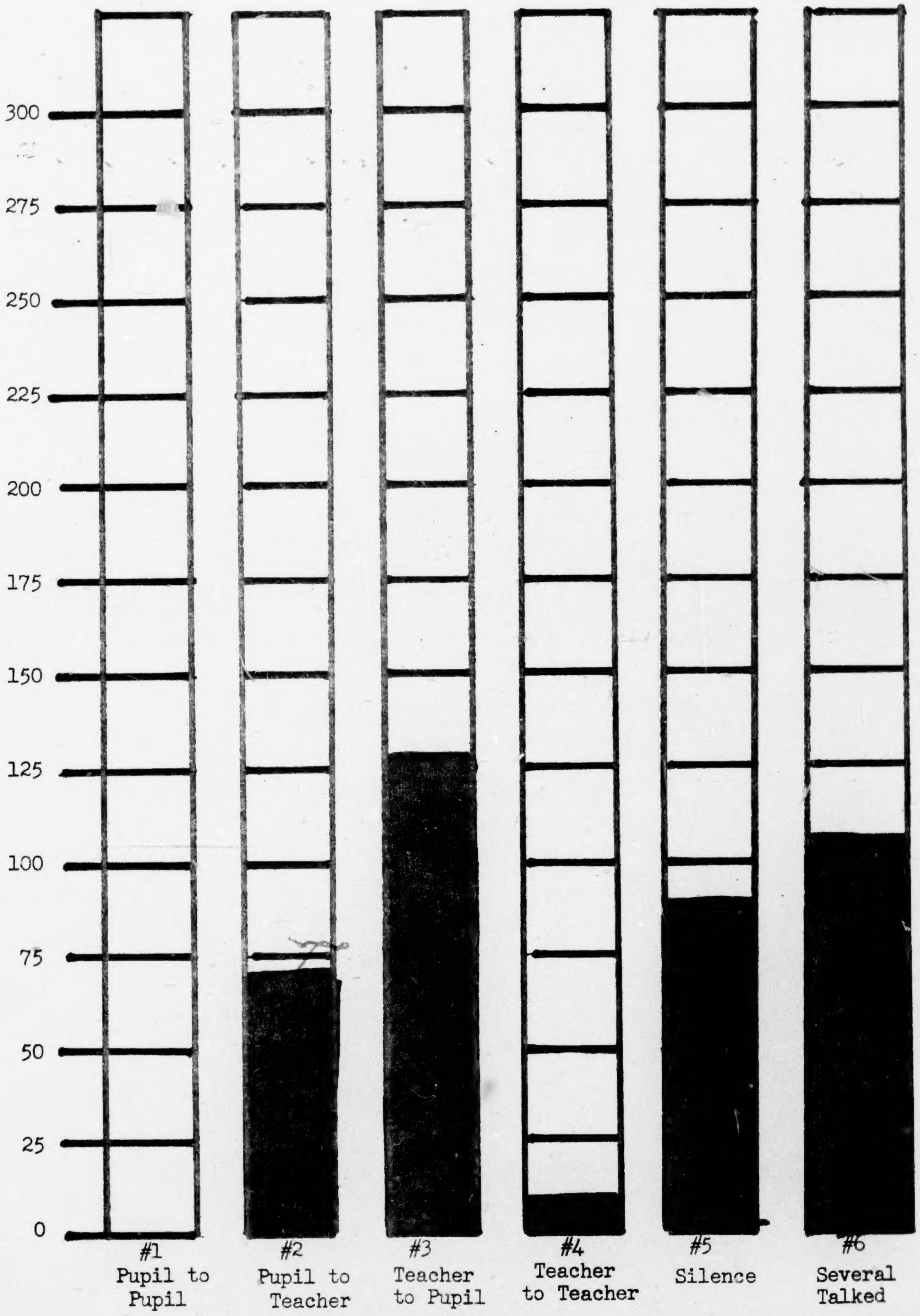
Name Teacher #7

Tape No. 2



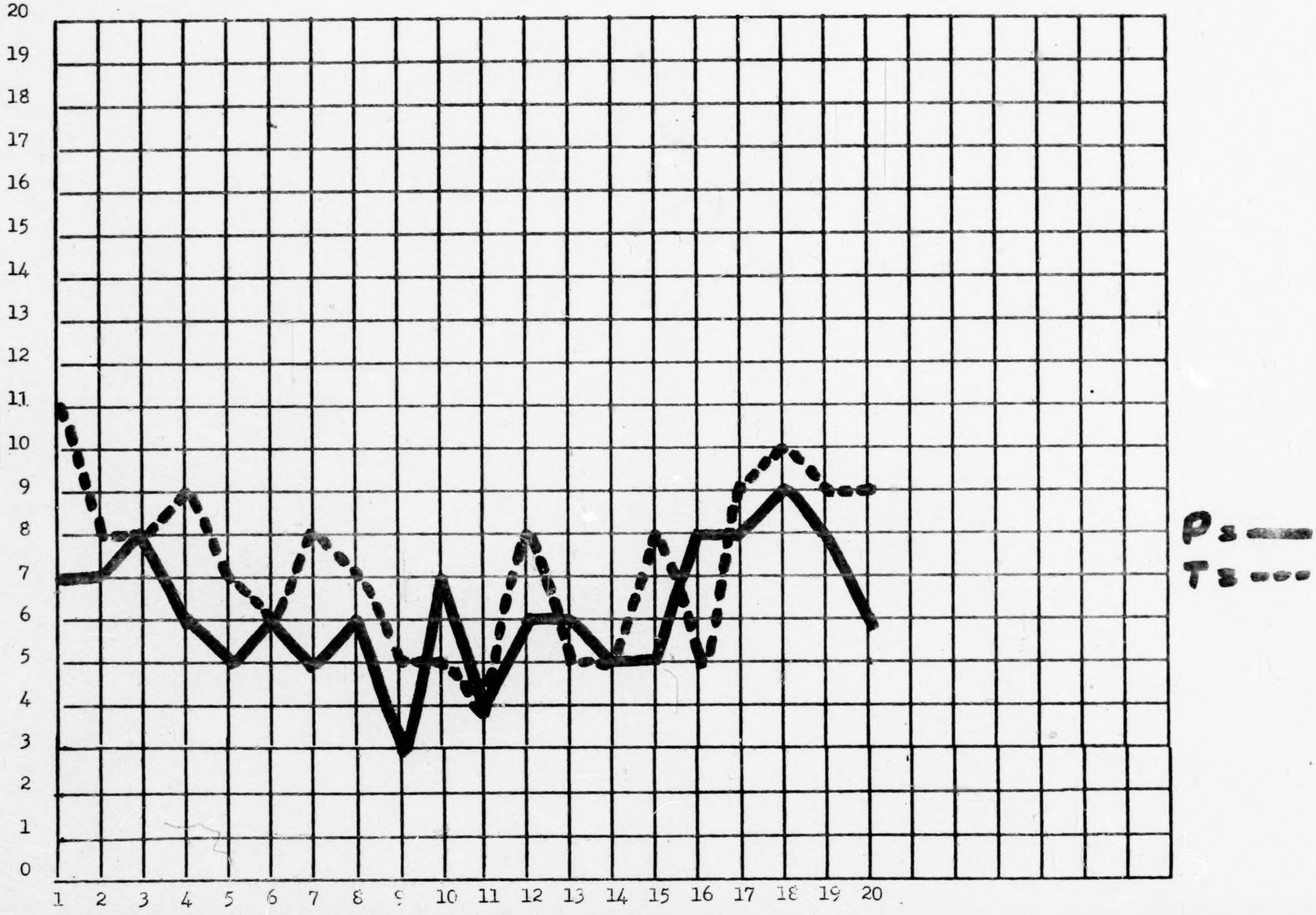
INTERACTION TABLE

Name Teacher #7 Tape No. 2



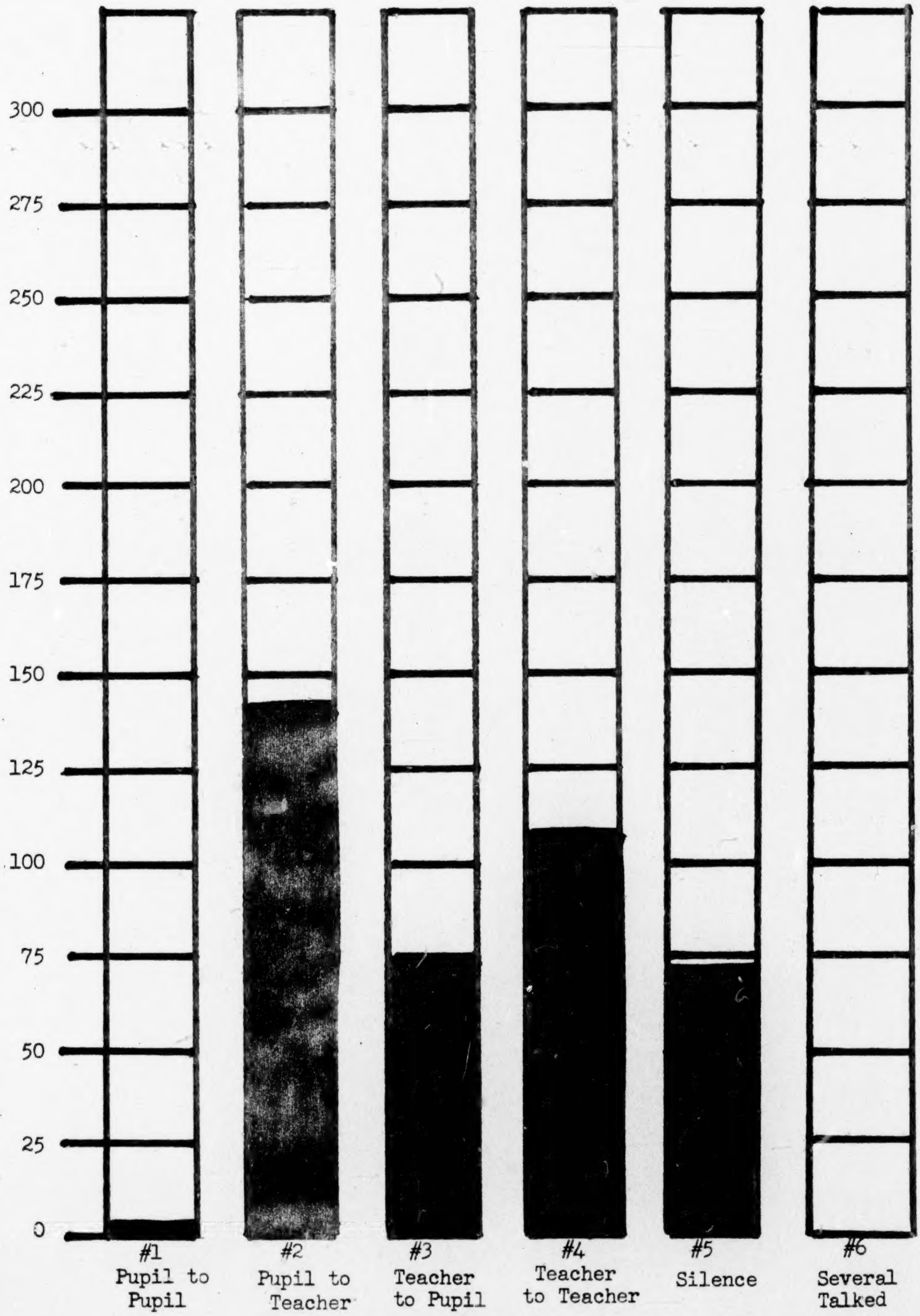
INTERACTION TIME GRAPH

Name Teacher #7
Tape No. 3



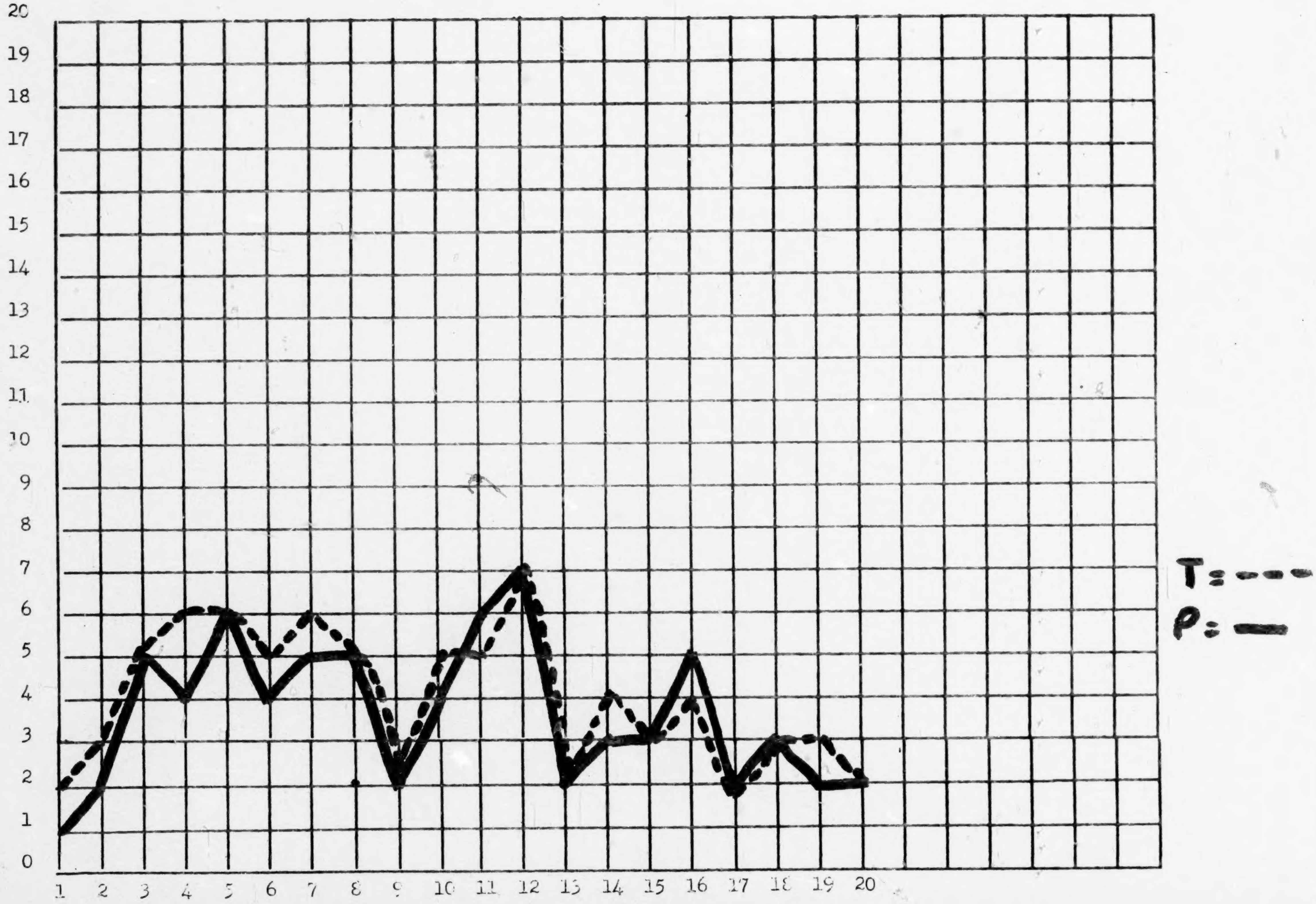
INTERACTION TABLE

Name Teacher #7 Tape No.3



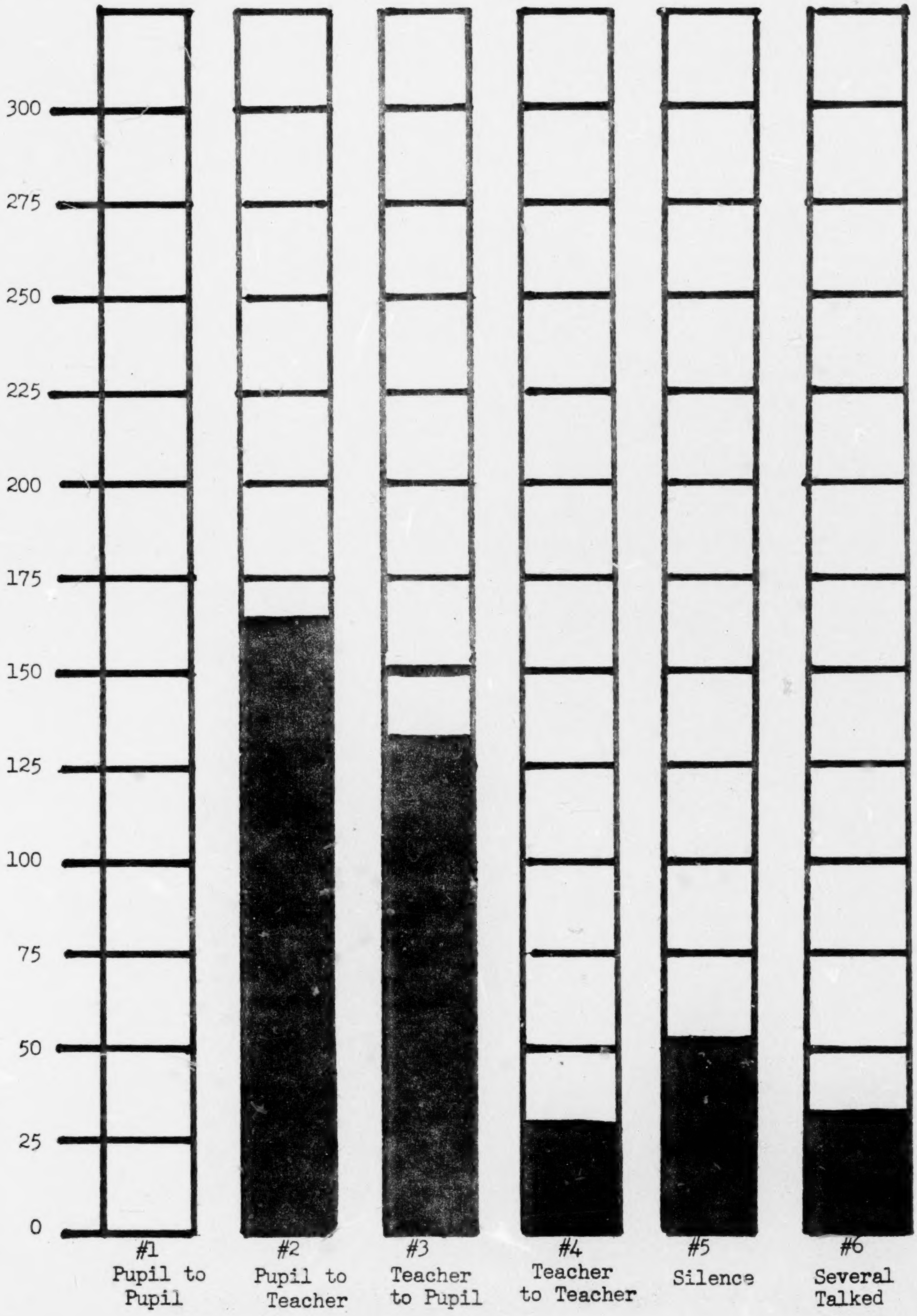
INTERACTION TIME GRAPH

Name Teacher #8
Tape No. 1



INTERACTION TABLE

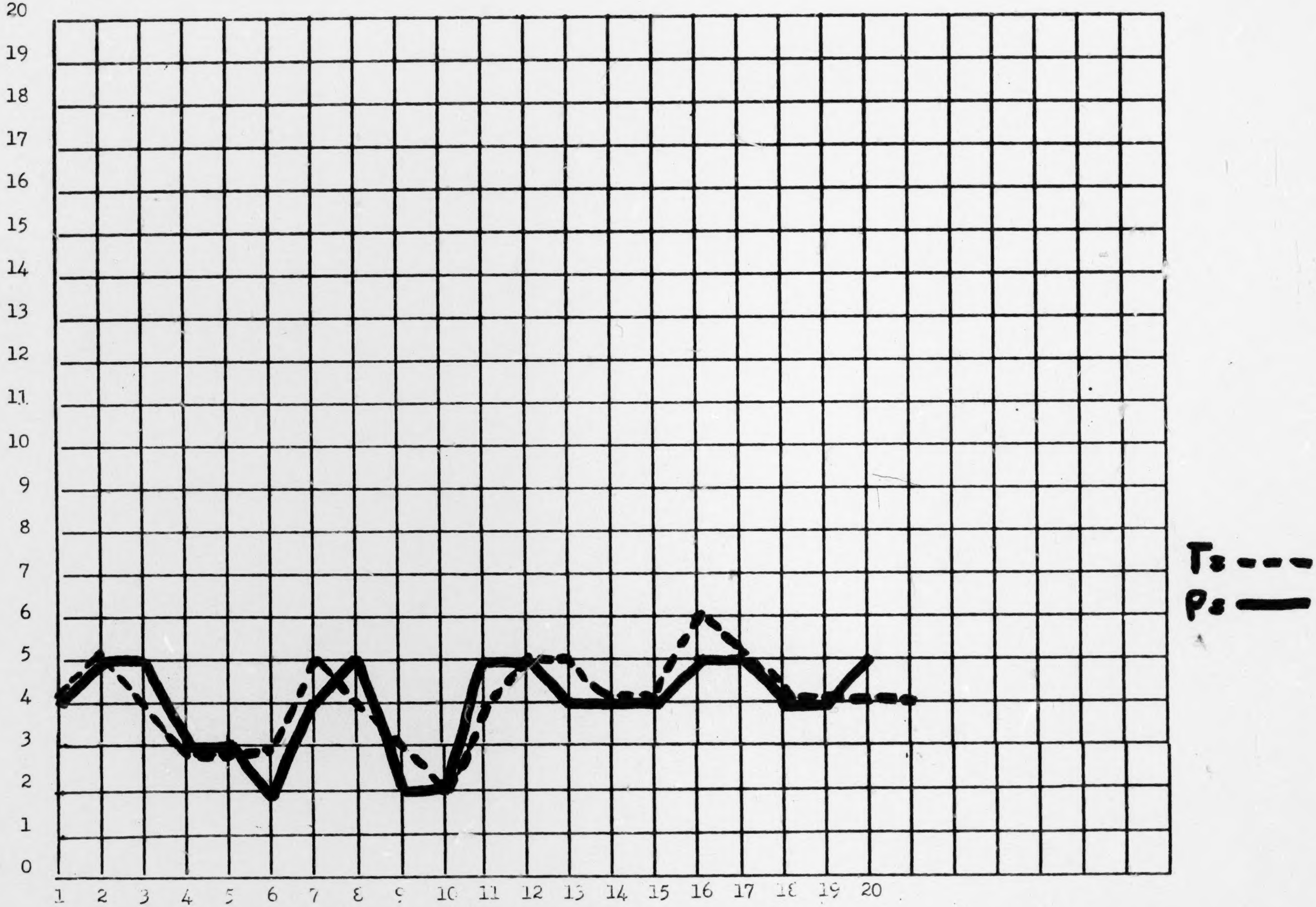
Name Teacher #8 Tape No. 1



INTERACTION TIME GRAPH

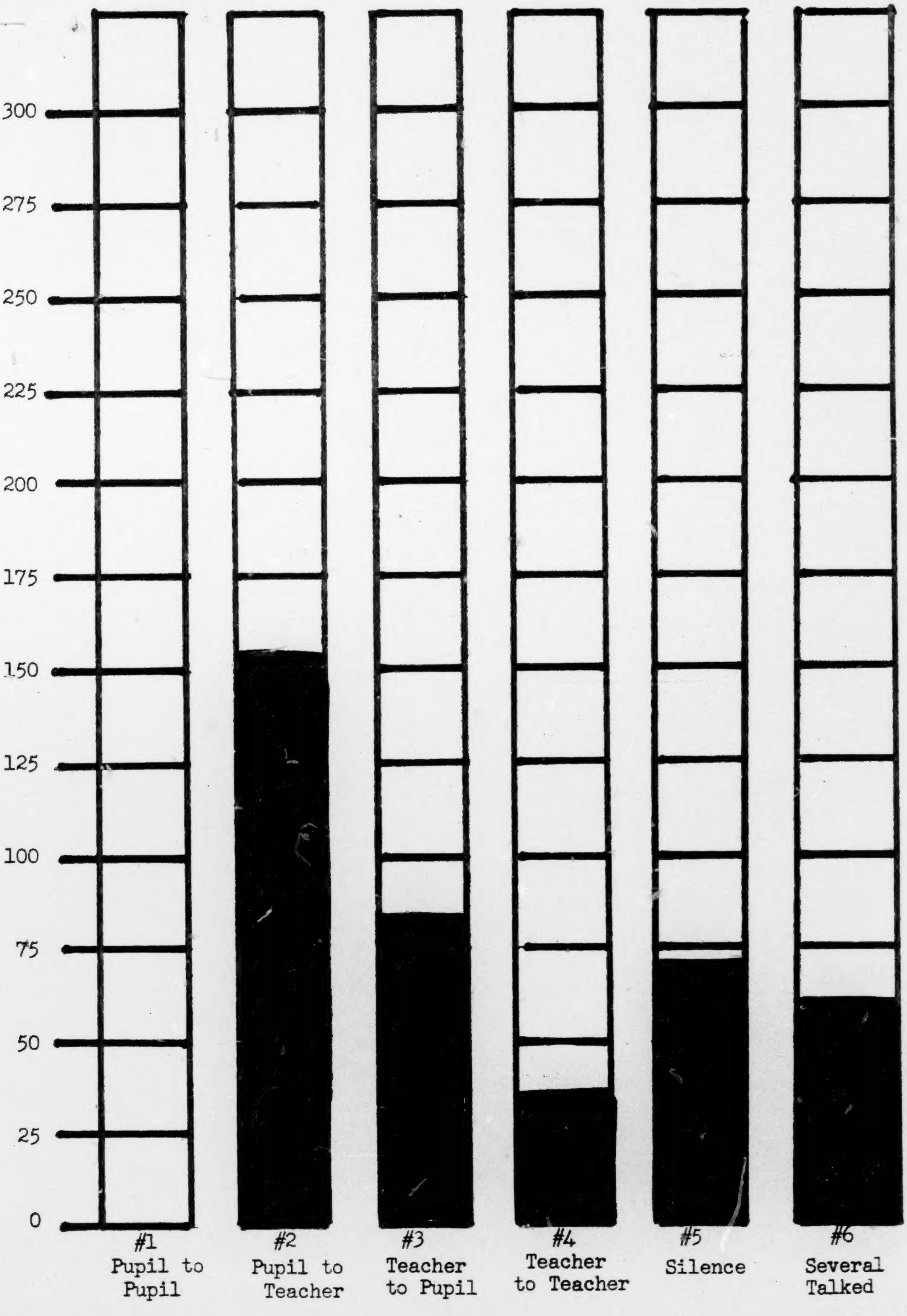
Name Teacher #8

Tape No. 2



INTERACTION TABLE

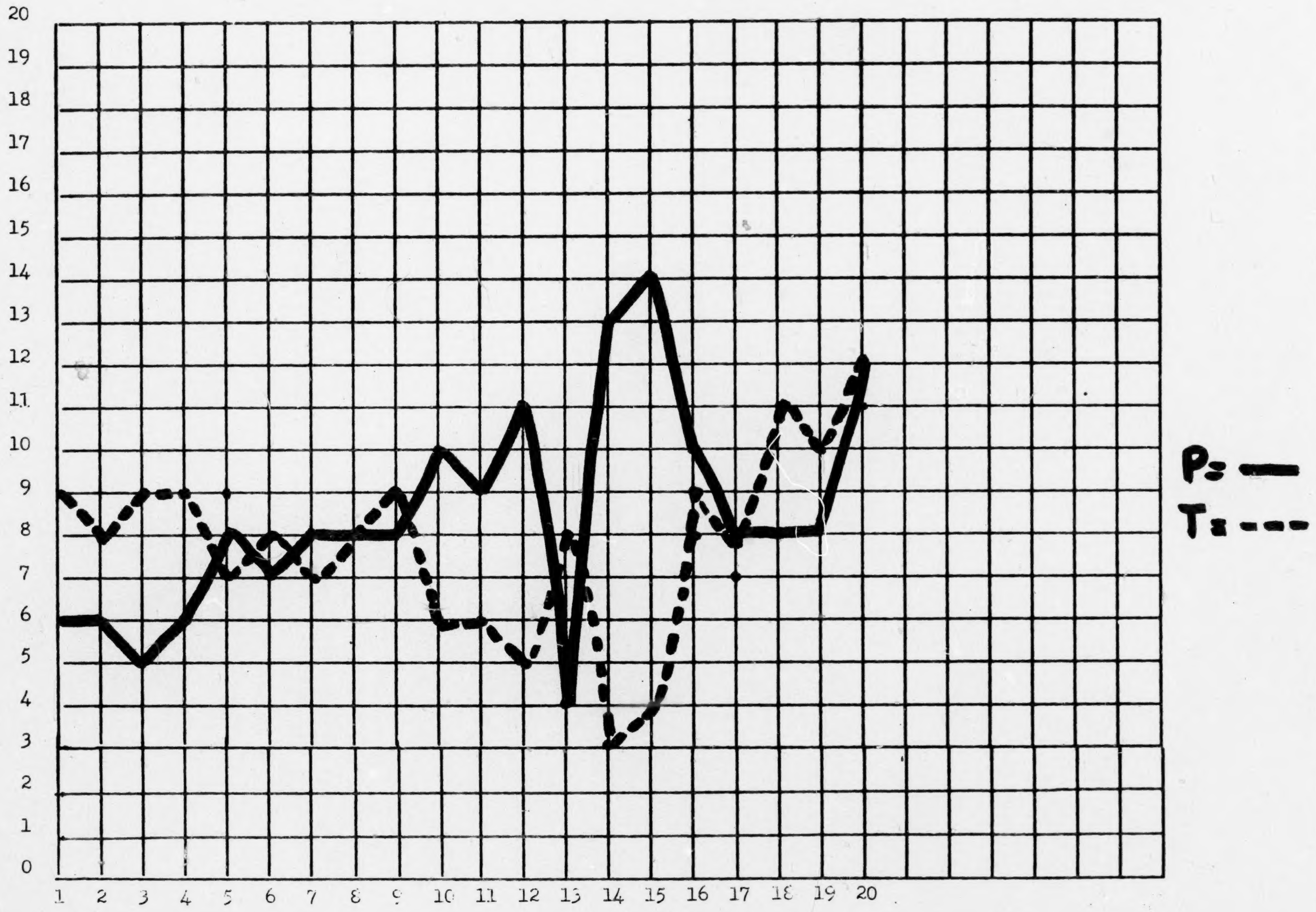
Name Teacher #8 Tape No. 2



INTERACTION TIME GRAPH

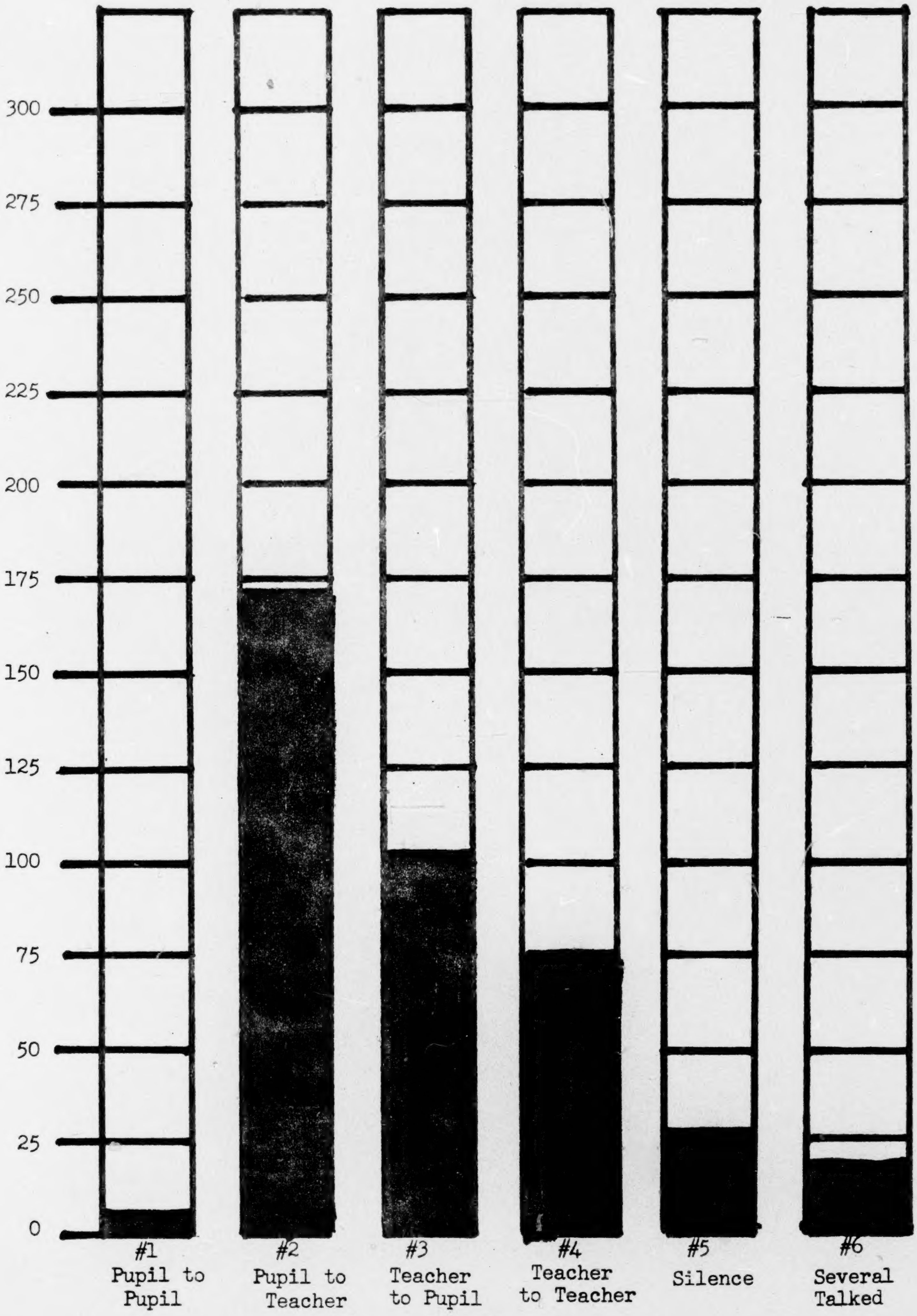
Name Teacher #8

Tape No. 3



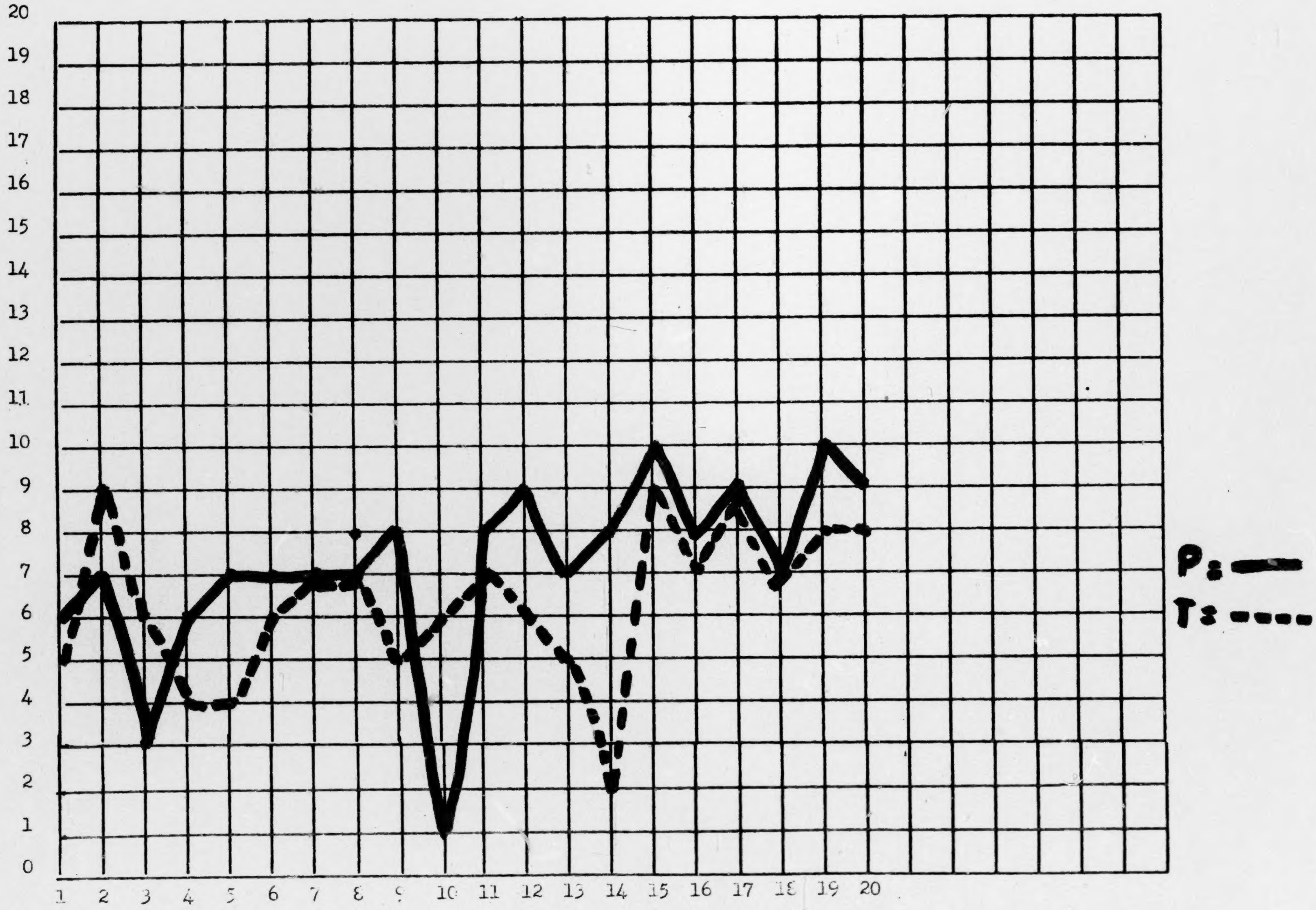
INTERACTION TABLE

Name Teacher #8 Tape No. 3



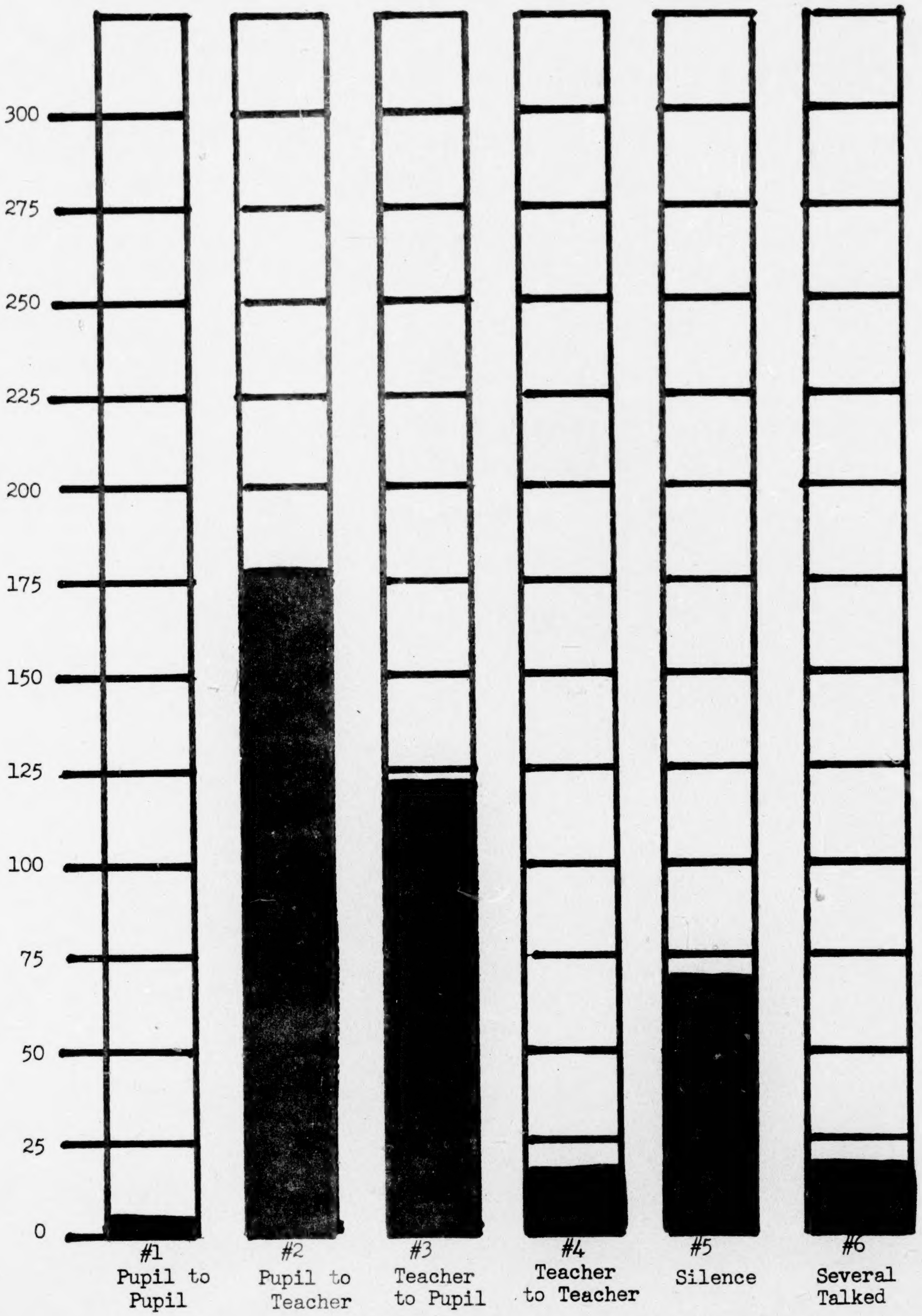
INTERACTION TIME GRAPH

Name Teacher #9
Tape No. 1



INTERACTION TABLE

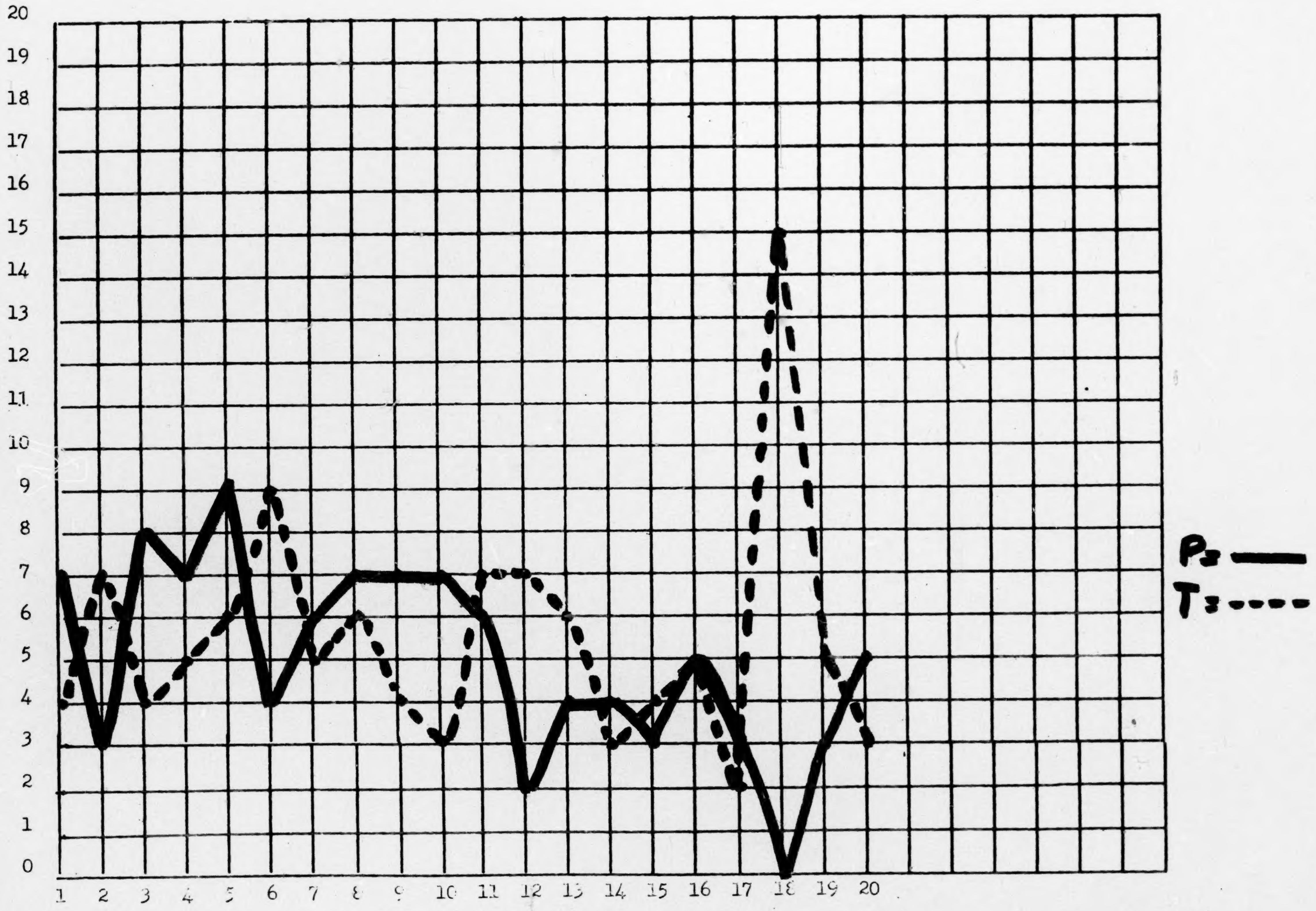
Name Teacher #9 Tape No. 1



INTERACTION TIME GRAPH

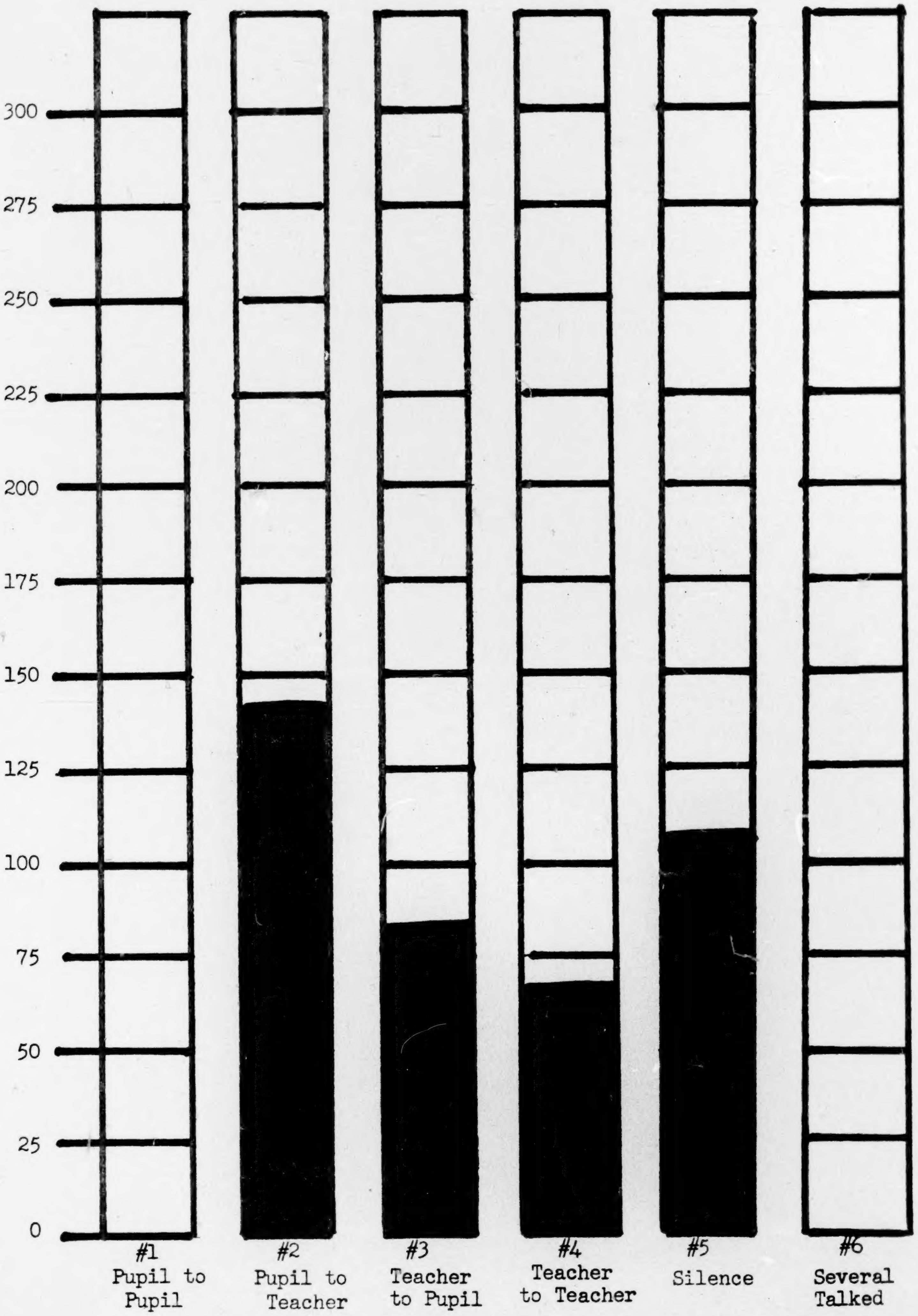
Name Teacher #9

Tape No. 2



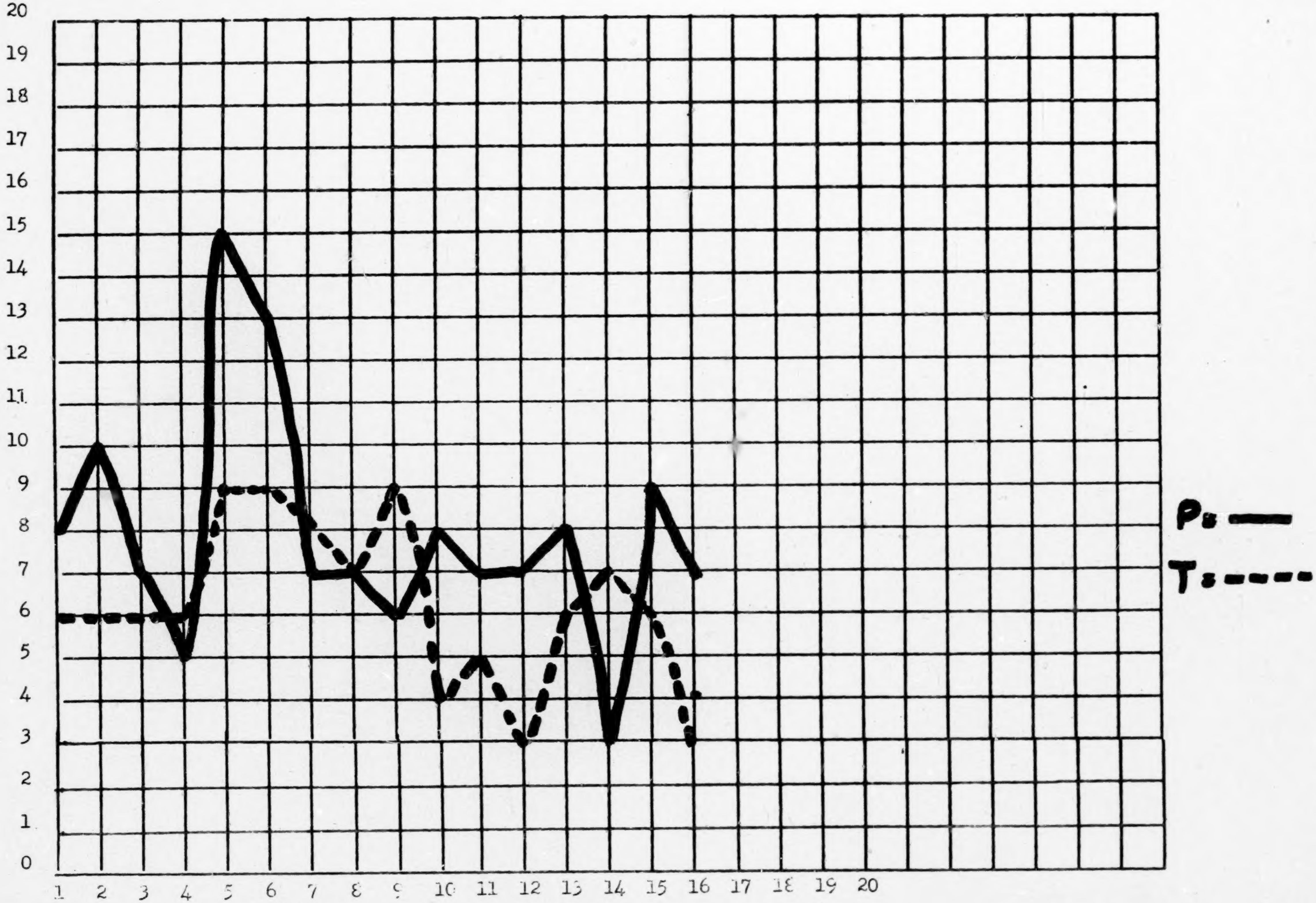
INTERACTION TABLE

Name Teacher #9 Tape No. 2



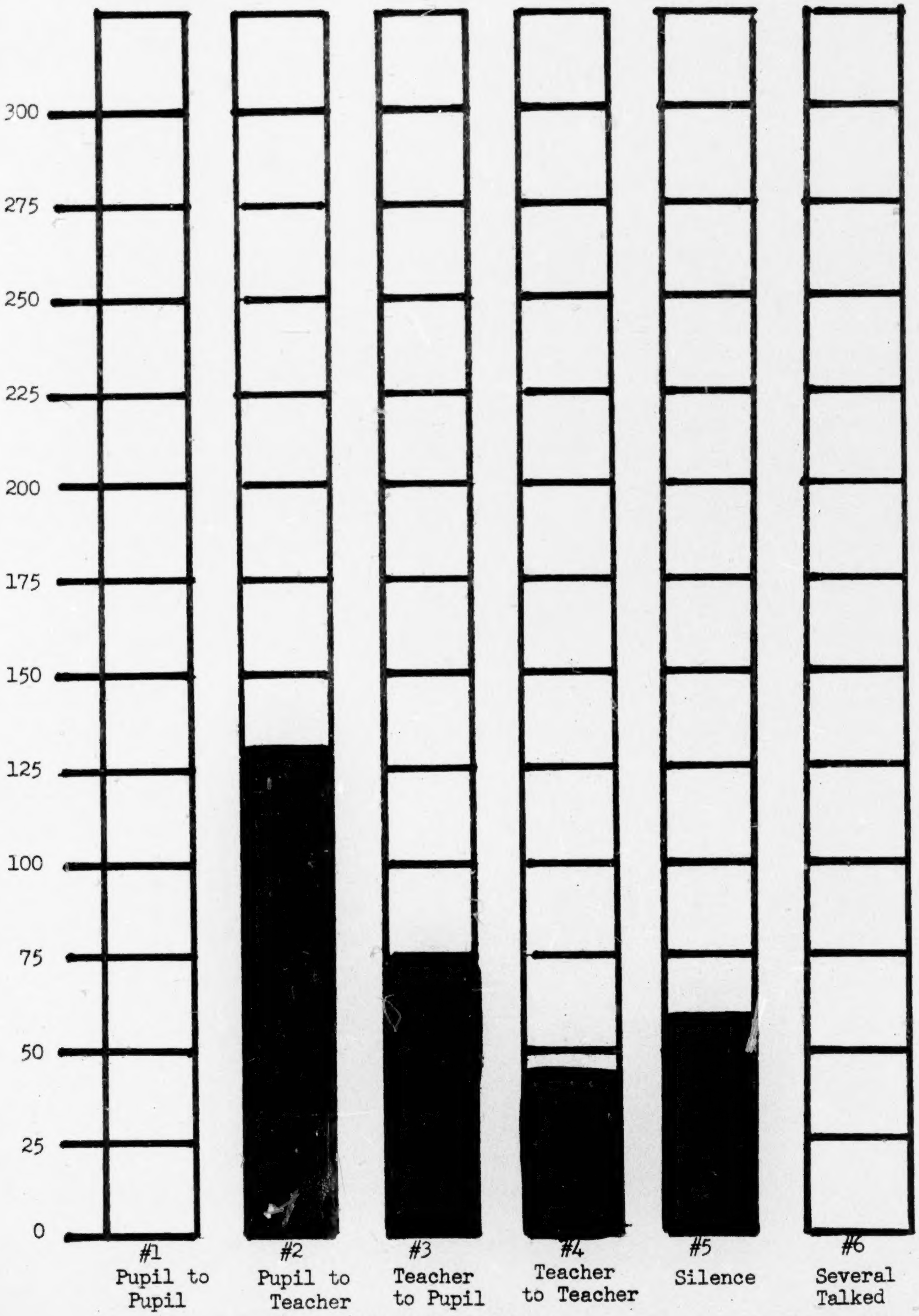
INTERACTION TIME GRAPH

Name Teacher #9
Tape No. 3



INTERACTION TABLE

Name Teacher #9 Tape No. 3

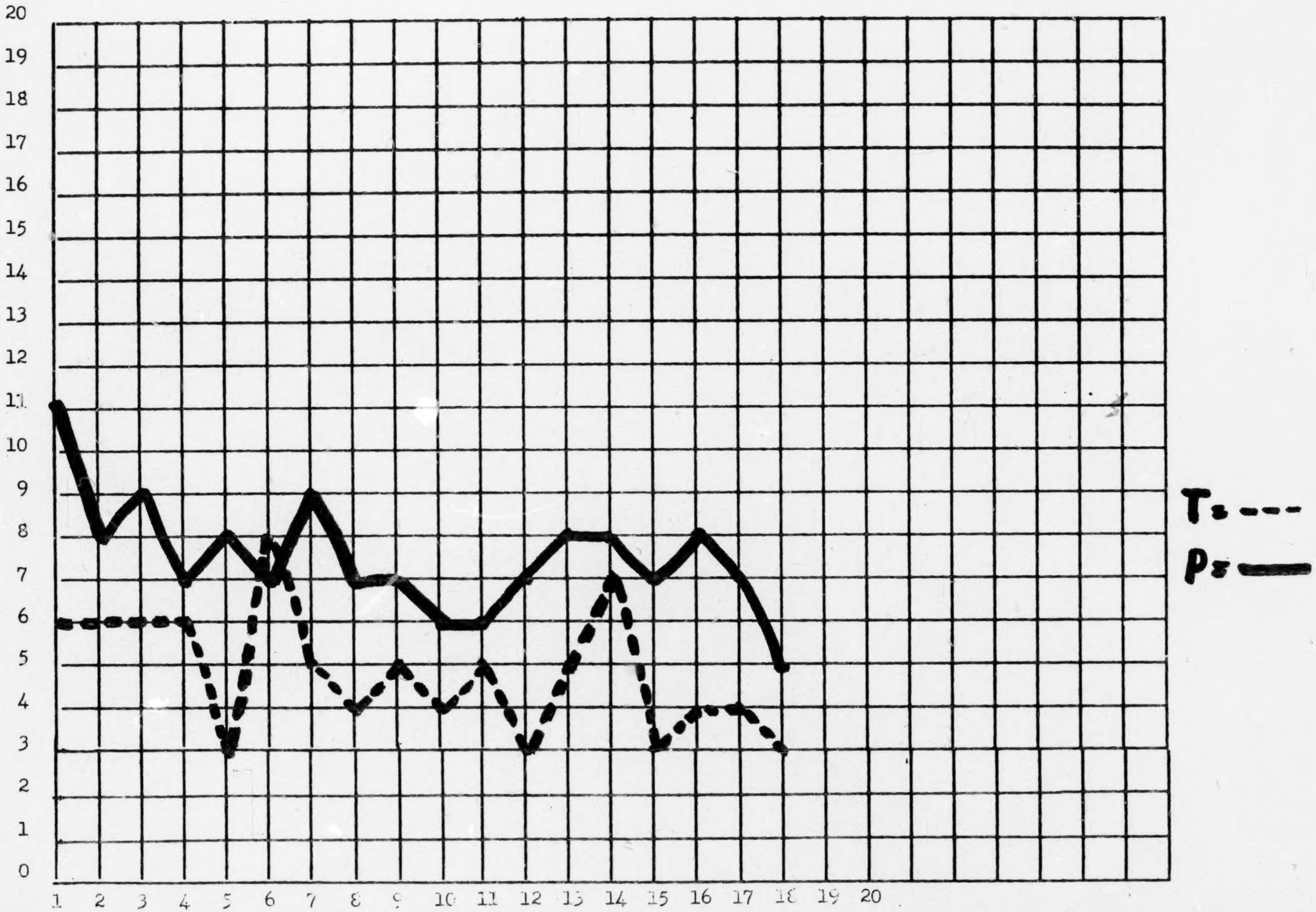


306 Talk Units

INTERACTION TIME GRAPH

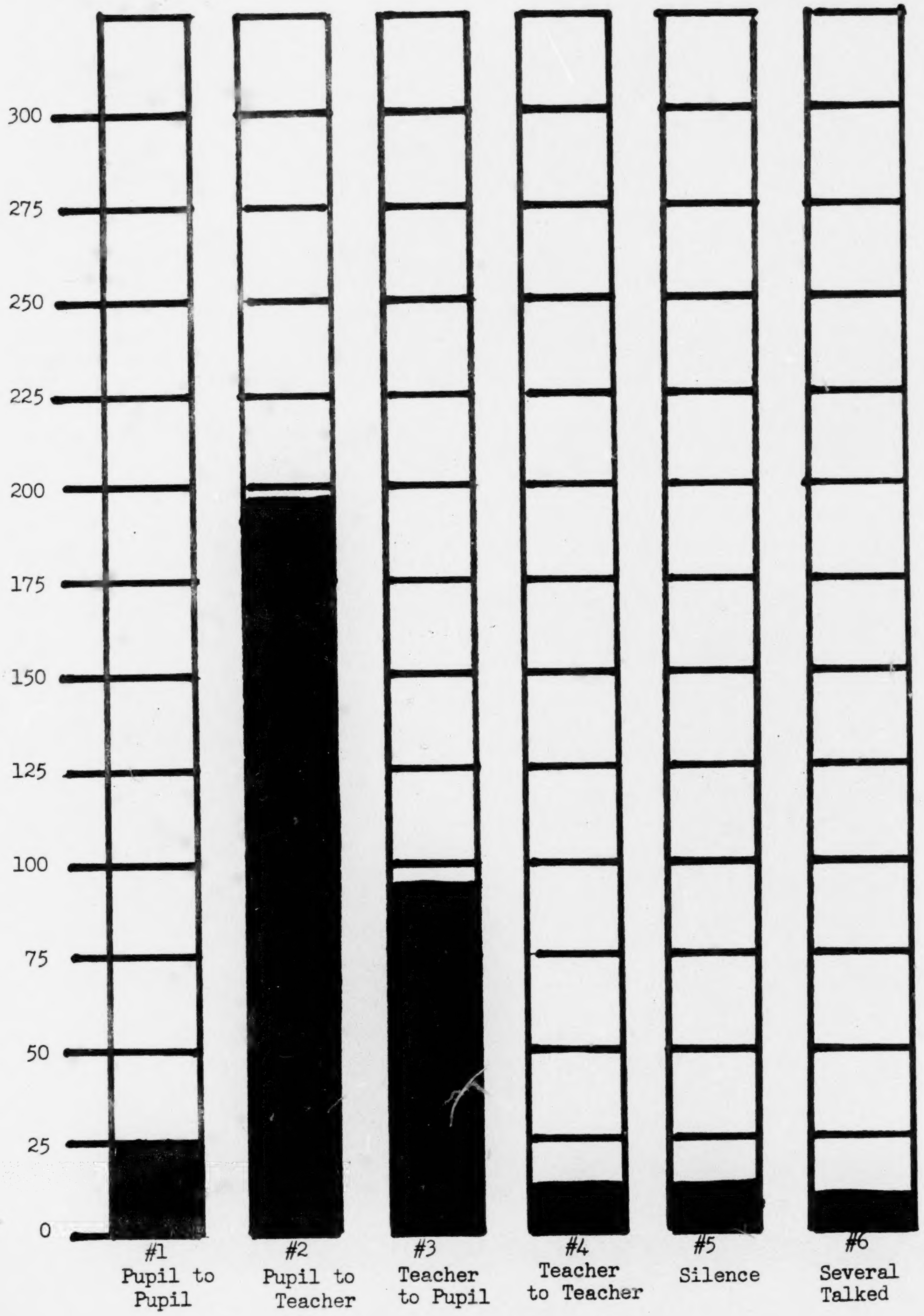
Name Teacher #10

Tape No. 1



INTERACTION TABLE

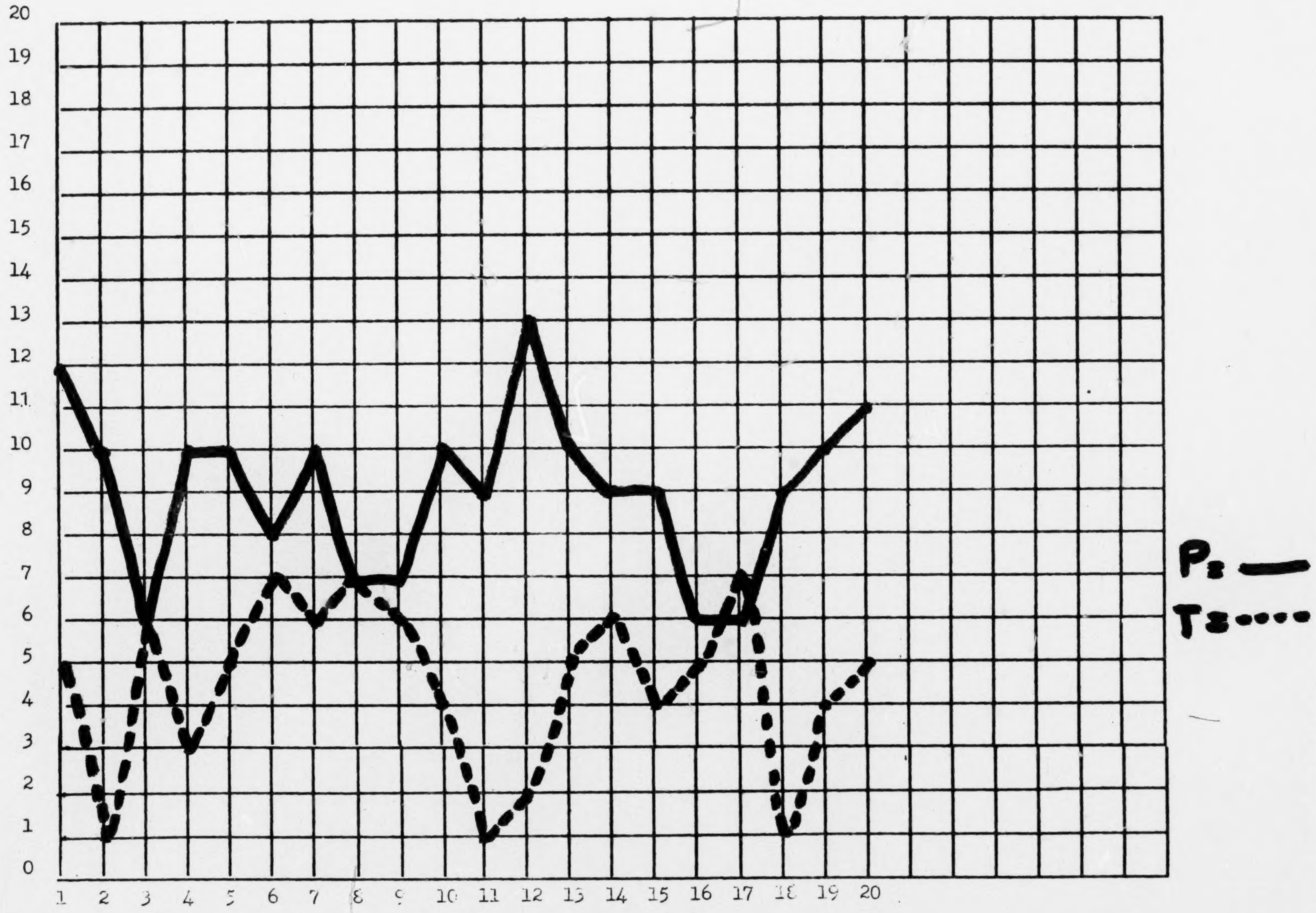
Name Teacher #10 Tape No. 1



INTERACTION TIME GRAPH

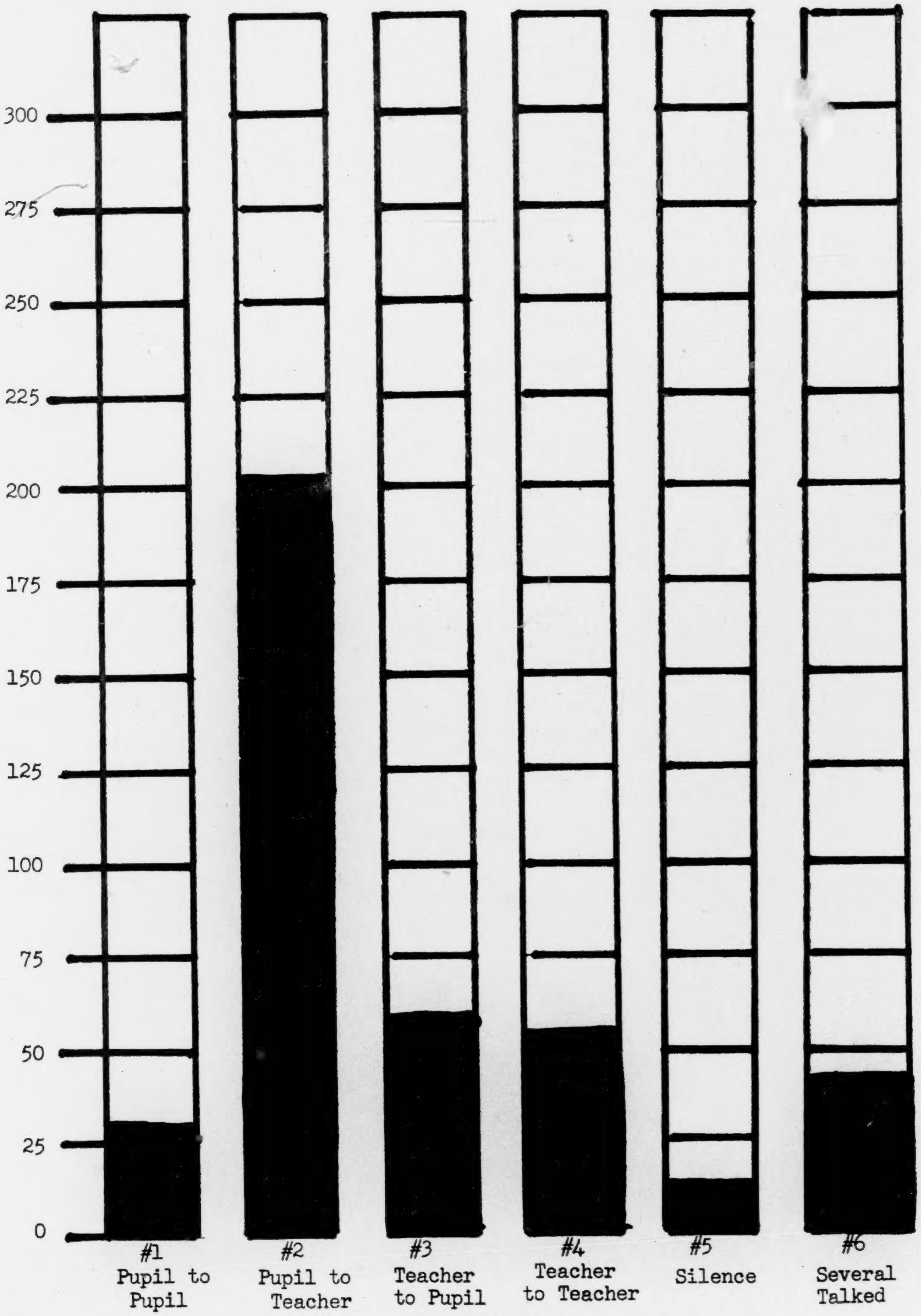
Name Teacher #10

Tape No. 2



INTERACTION TABLE

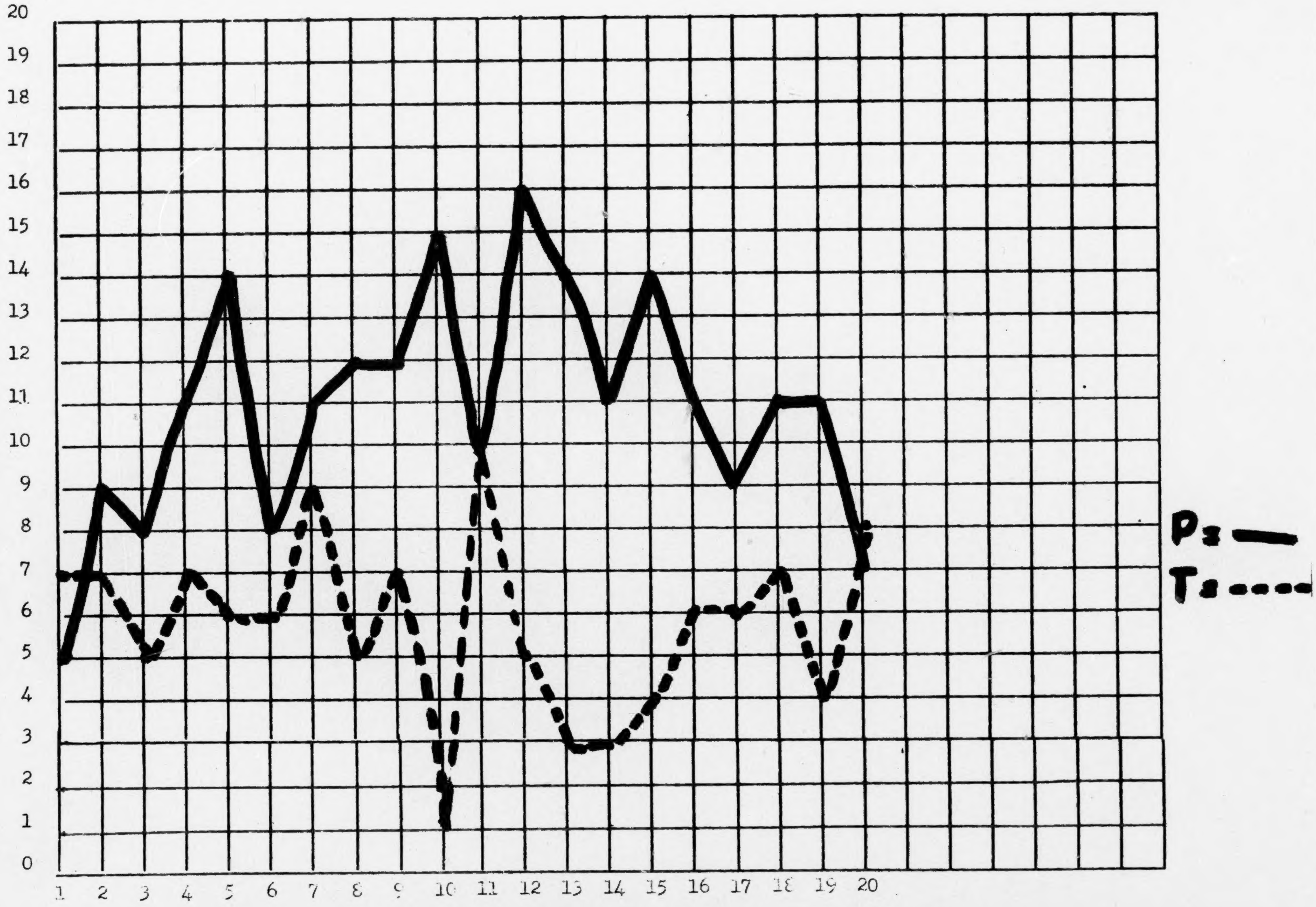
Name Teacher #10 Tape No. 2



INTERACTION TIME GRAPH

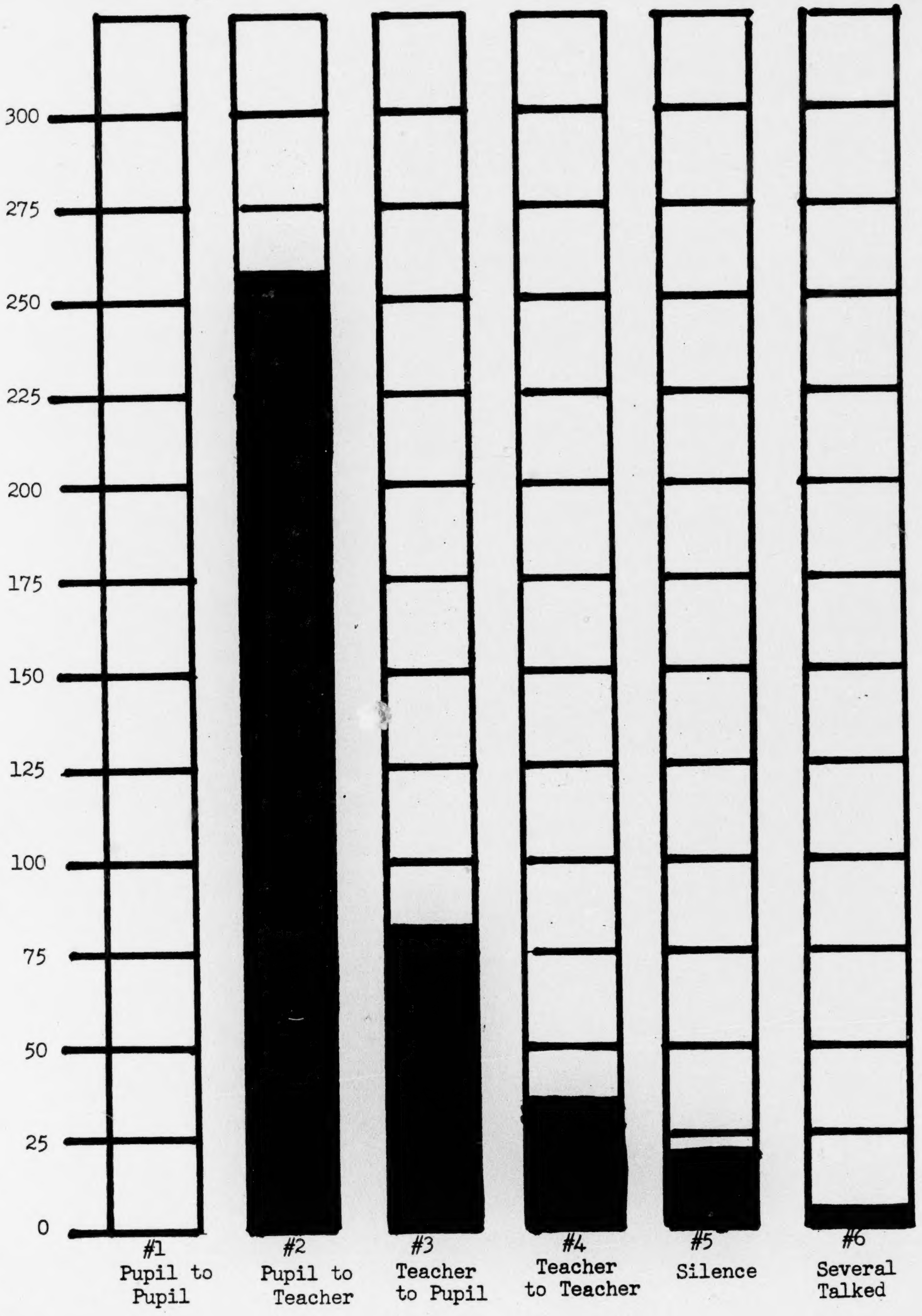
Name Teacher #10

Tape No. 3



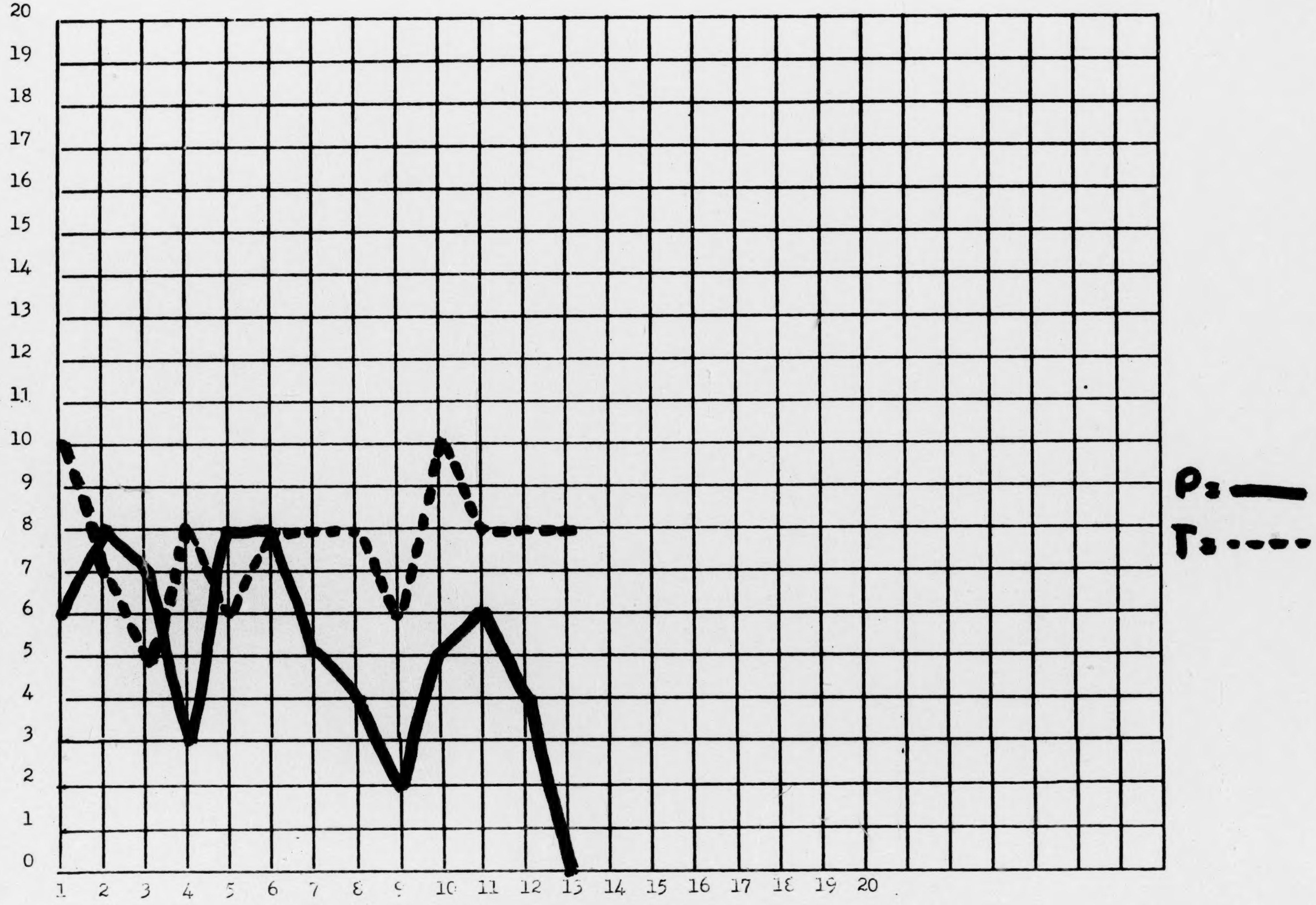
INTERACTION TABLE

Name Teacher #10 Tape No. 3



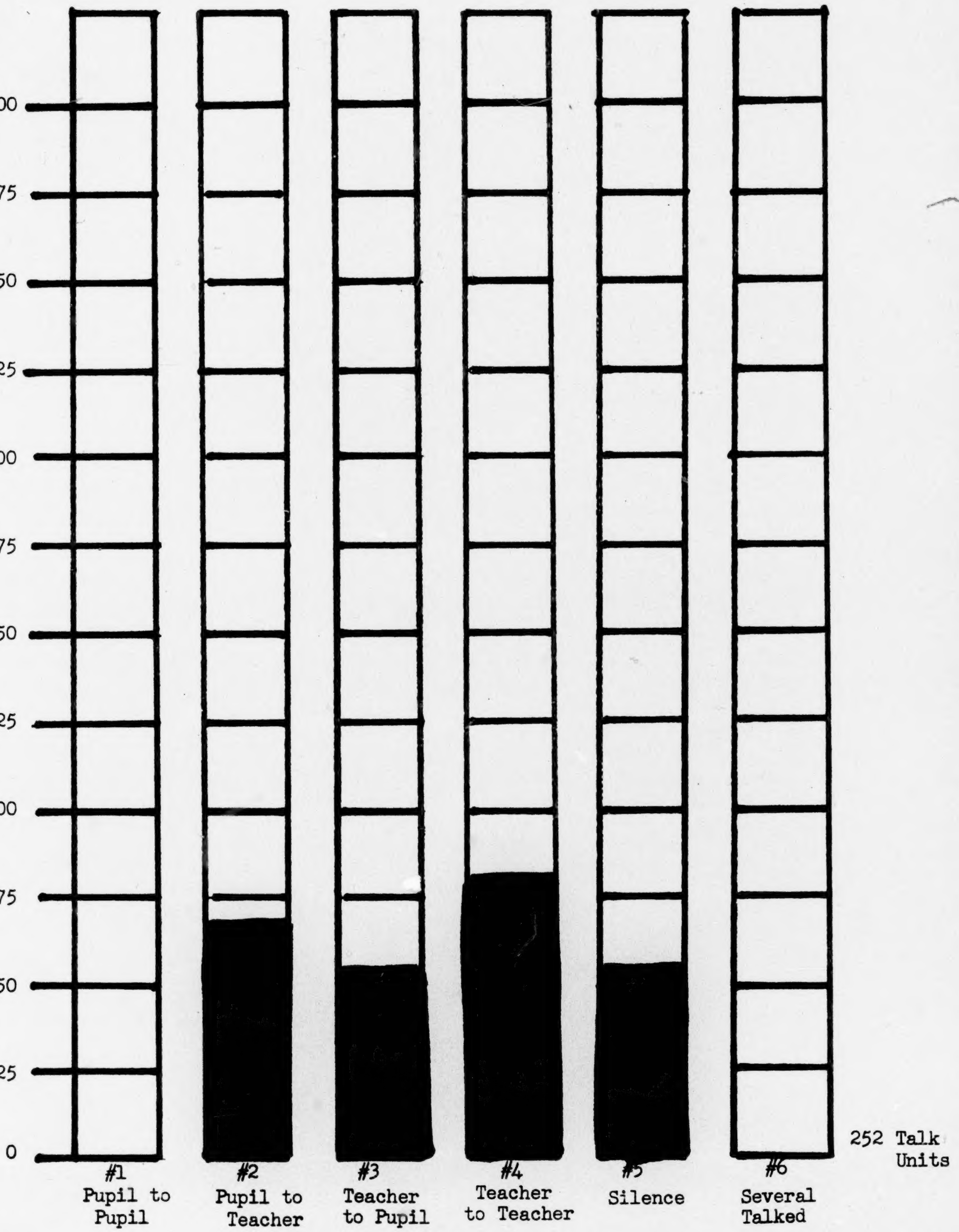
INTERACTION TIME GRAPH

Name Teacher #11
Tape No. 1



INTERACTION TABLE

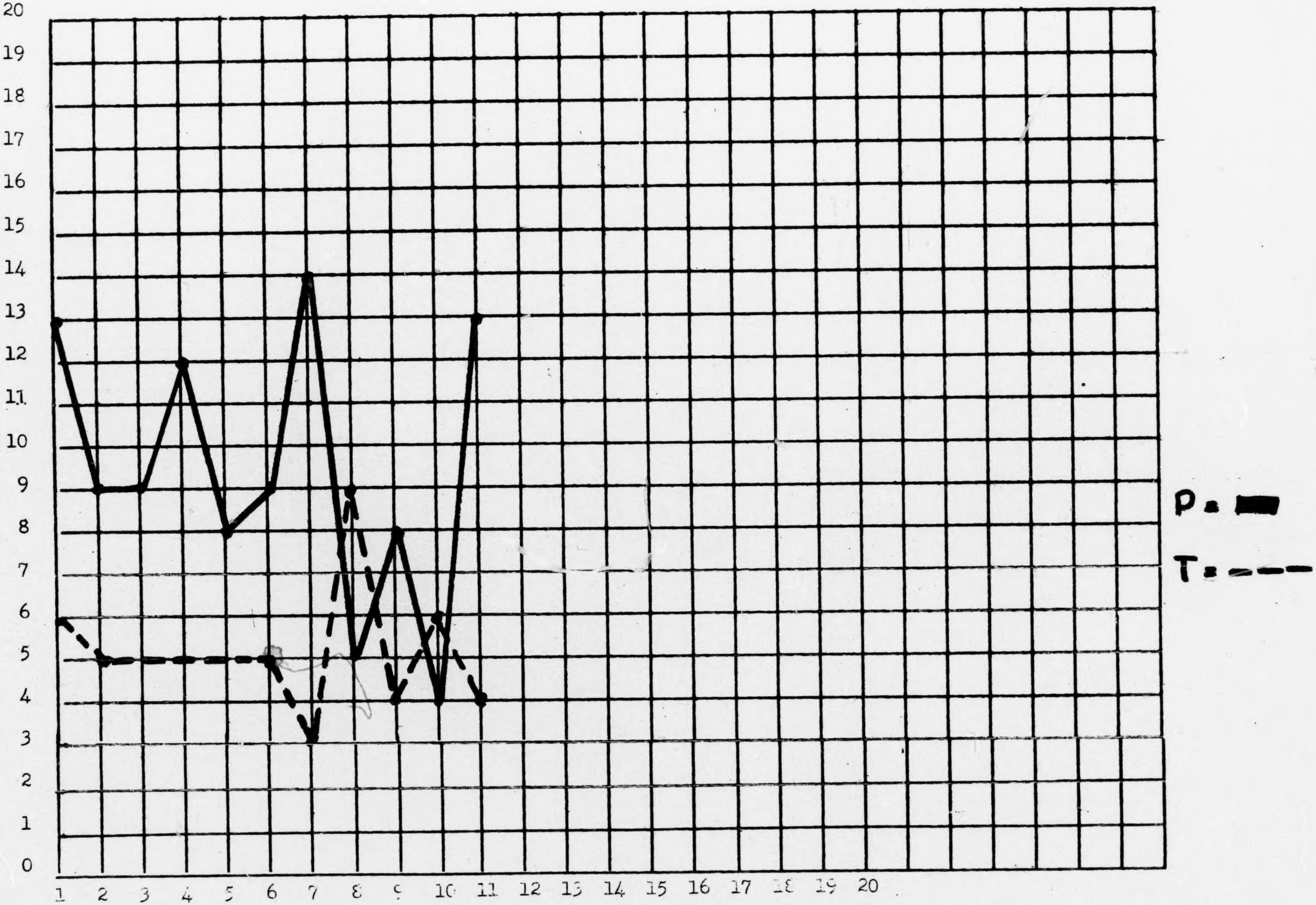
Name Teacher #11 Tape No. 1



INTERACTION TIME GRAPH

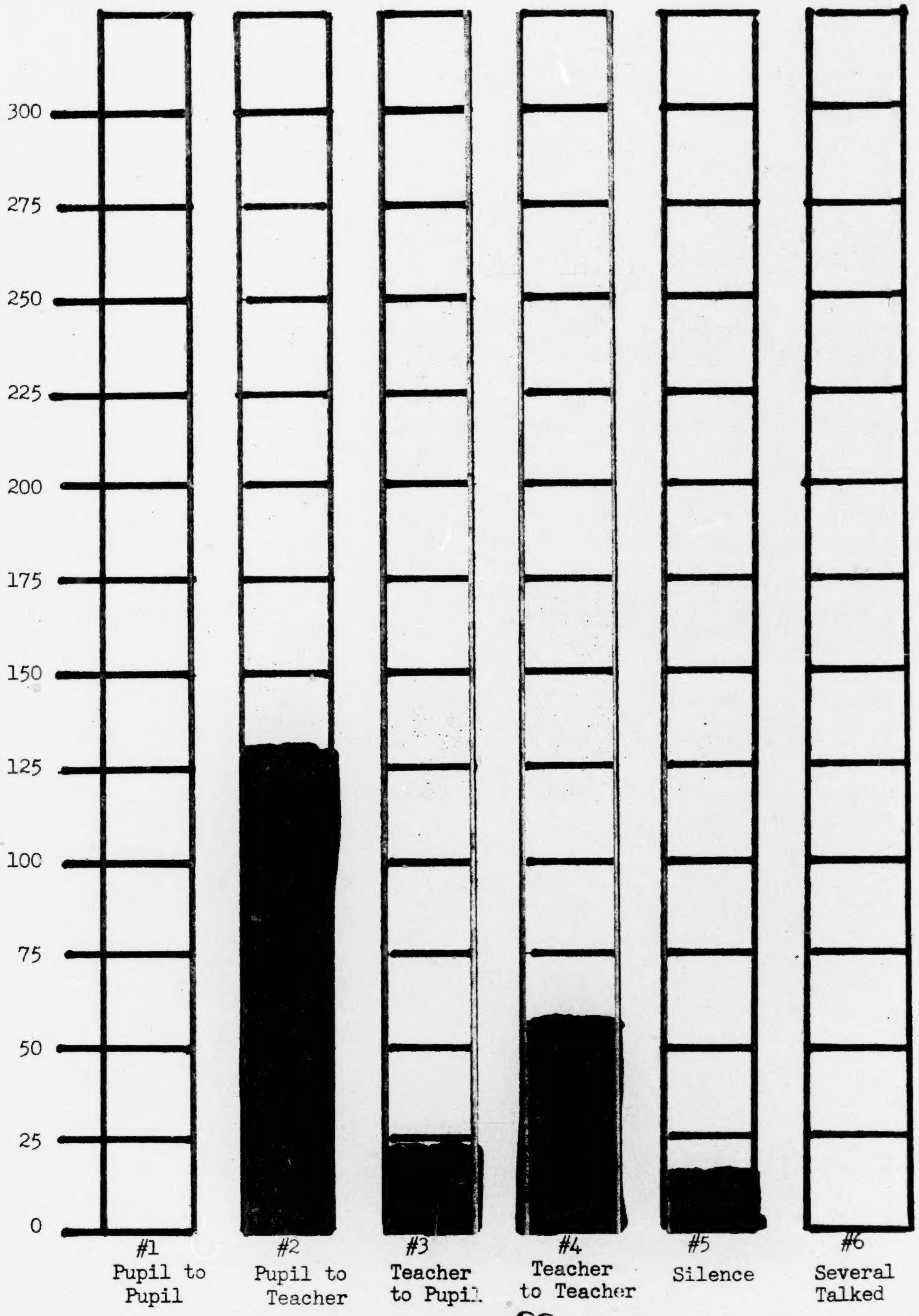
Name Teacher #11

Tape No. 2



INTERACTION TABLE

Name Teacher #11 Tape No. 2

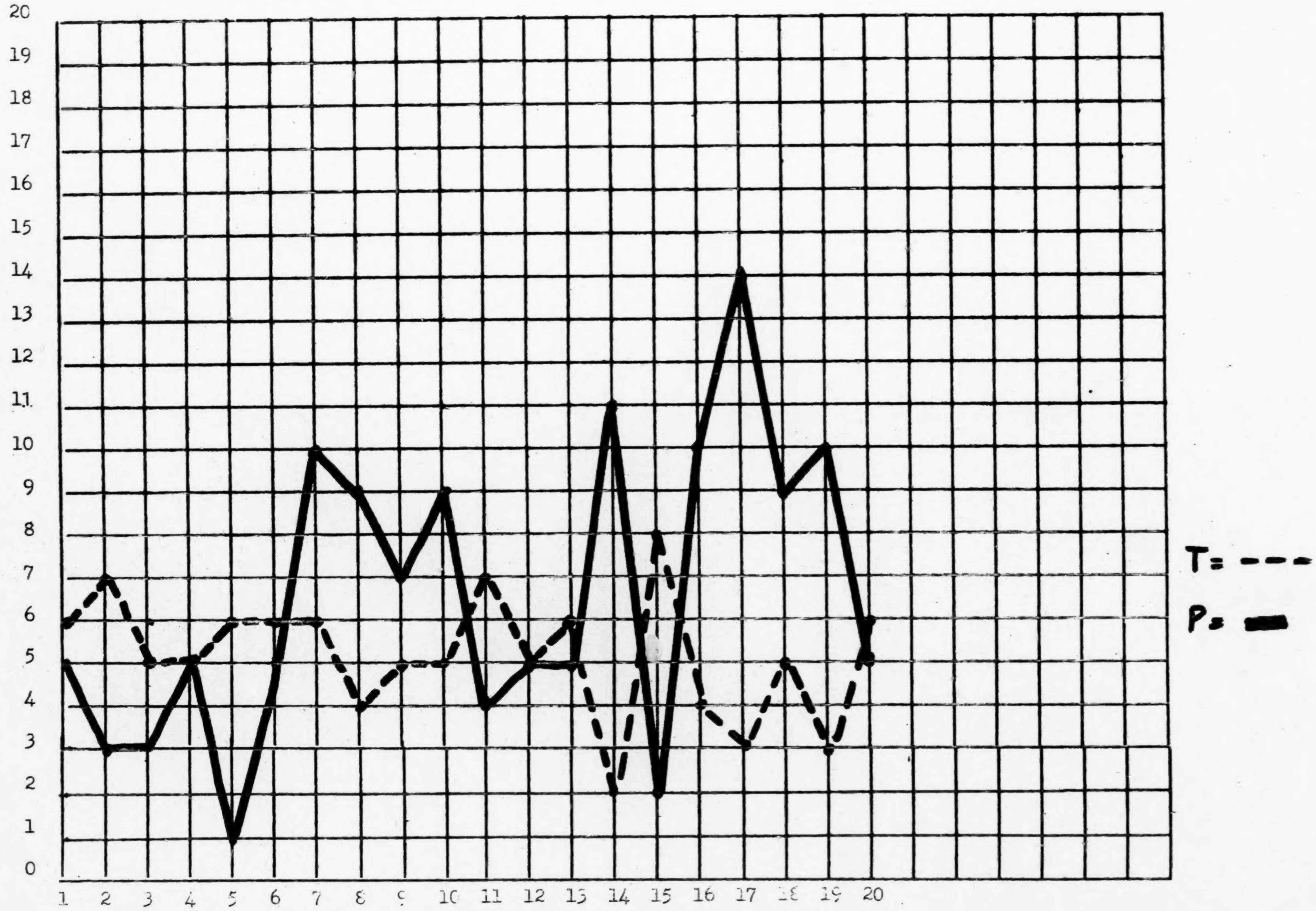


220 T.U.

INTERACTION TIME GRAPH

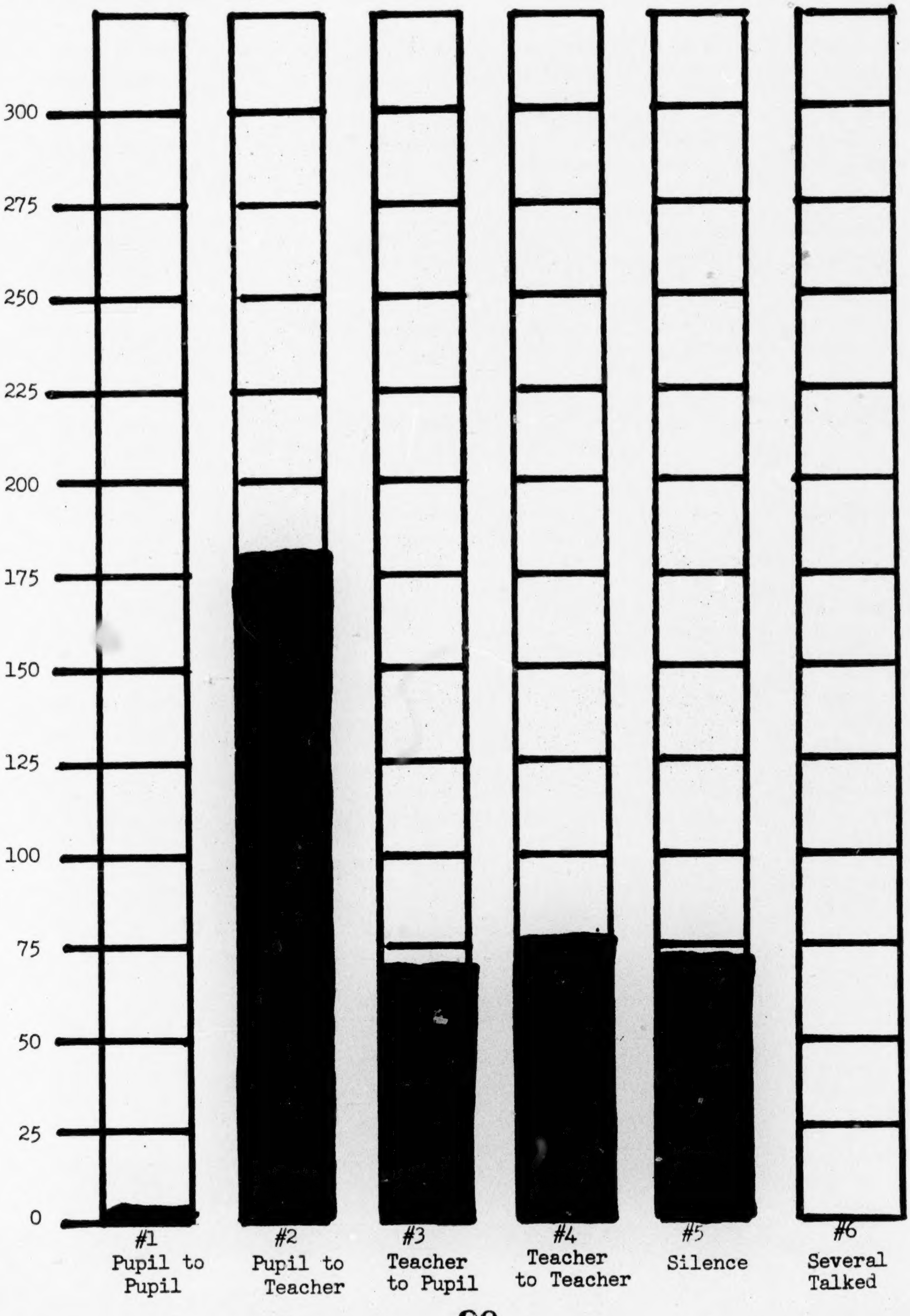
Name Teacher #11

Tape No. 3



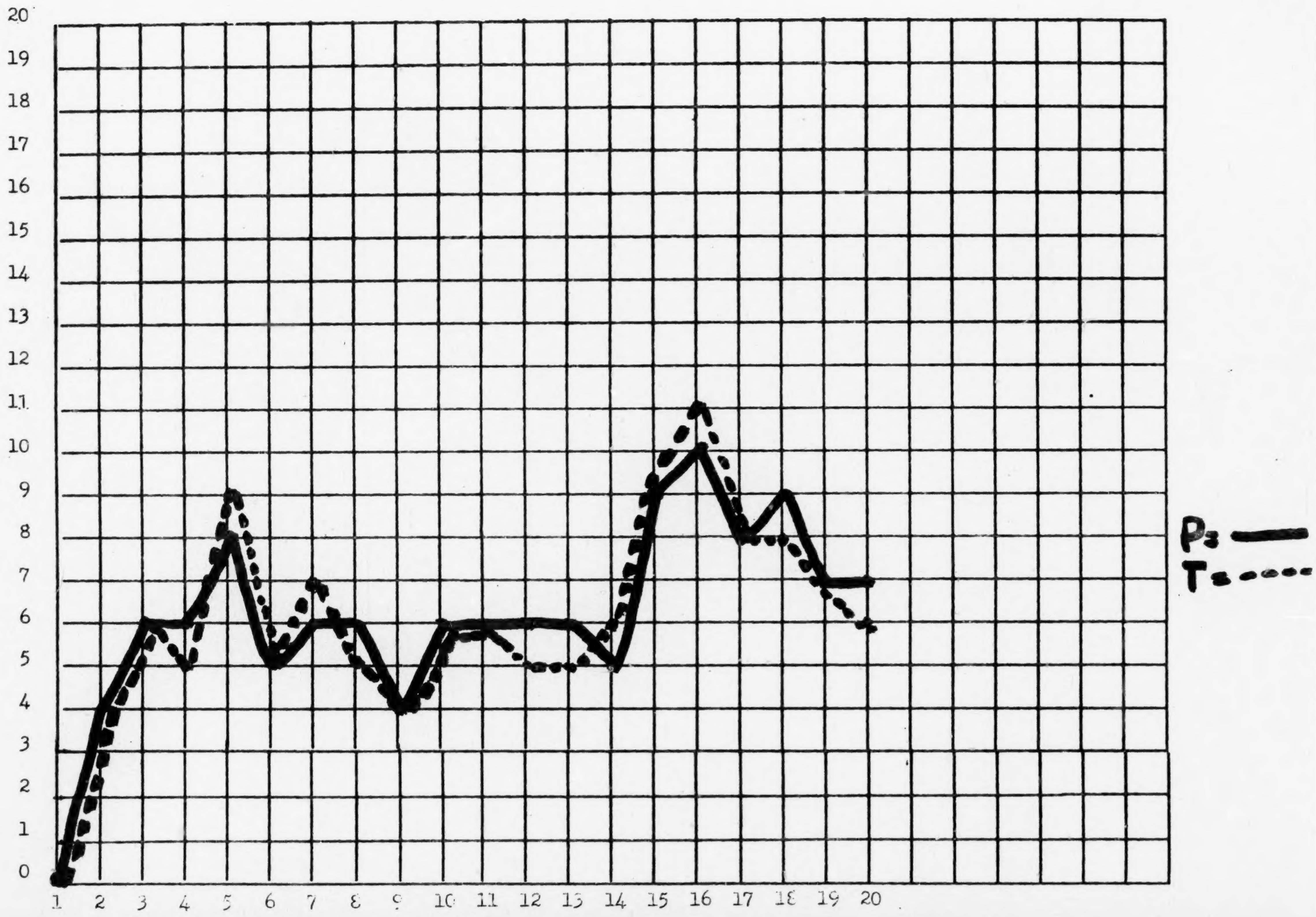
INTERACTION TABLE

Name Teacher #11 Tape No. 3



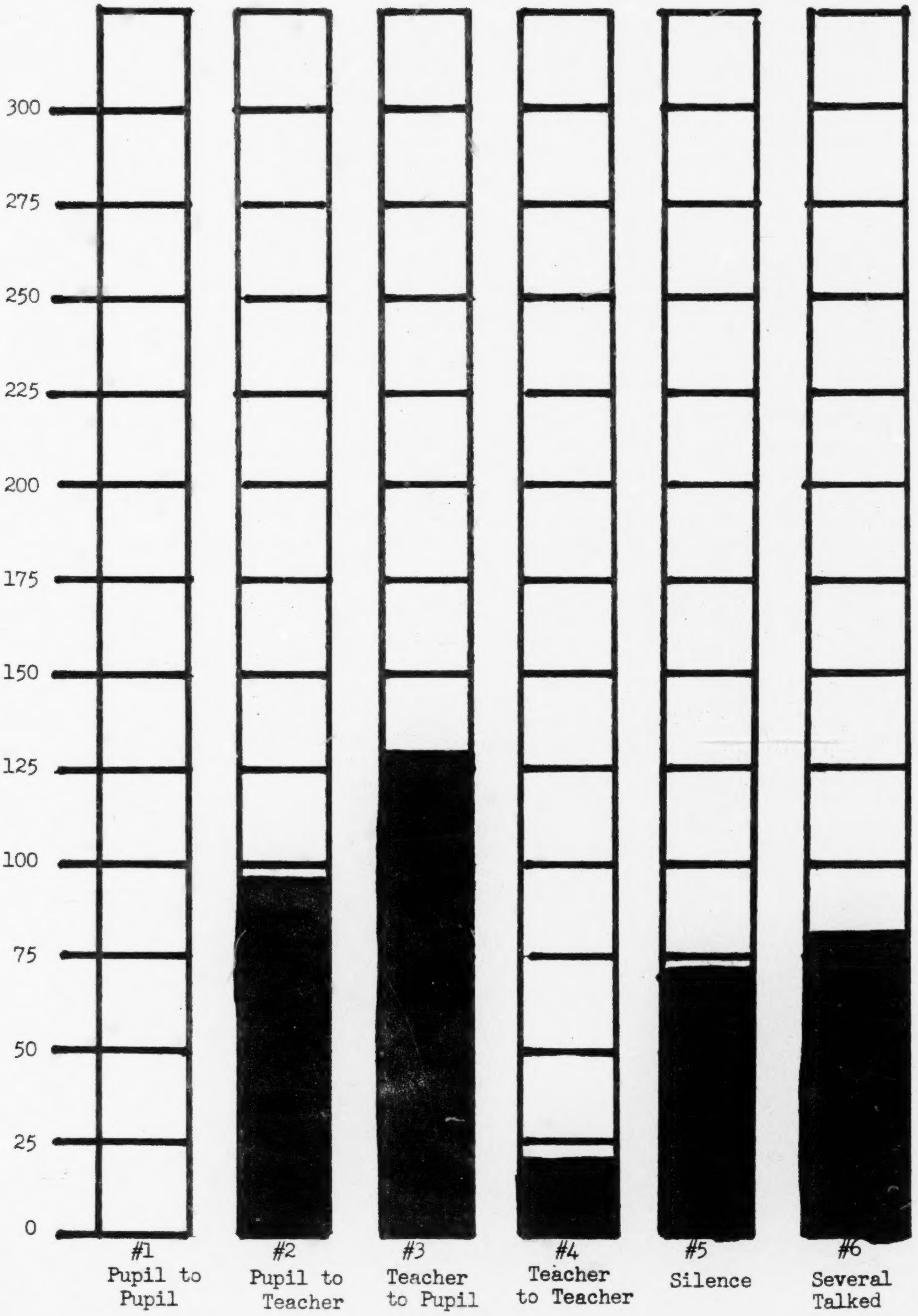
INTERACTION TIME GRAPH

Name Teacher #23
Tape No. 1



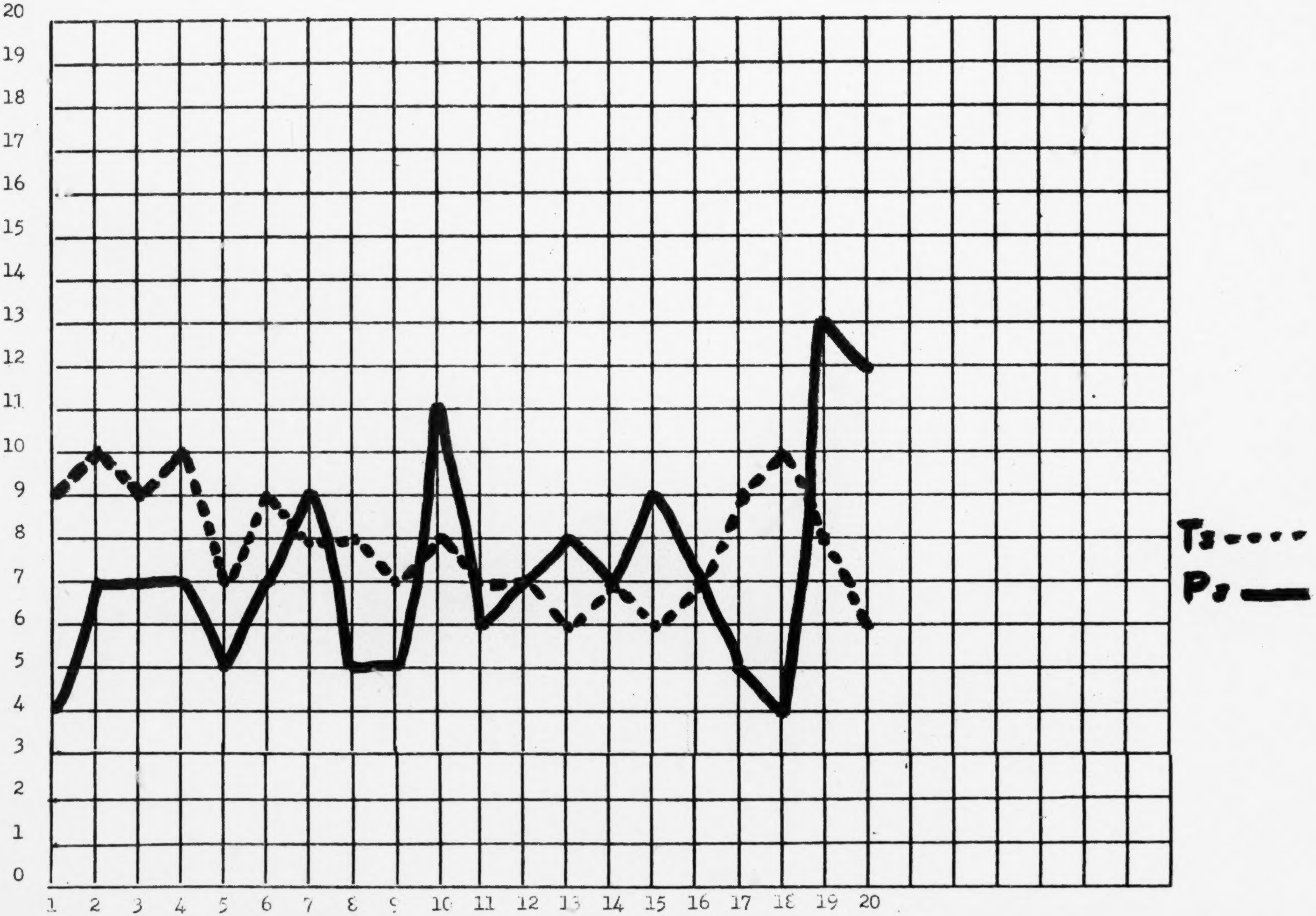
INTERACTION TABLE

Name Teacher #23
Tape No. 1



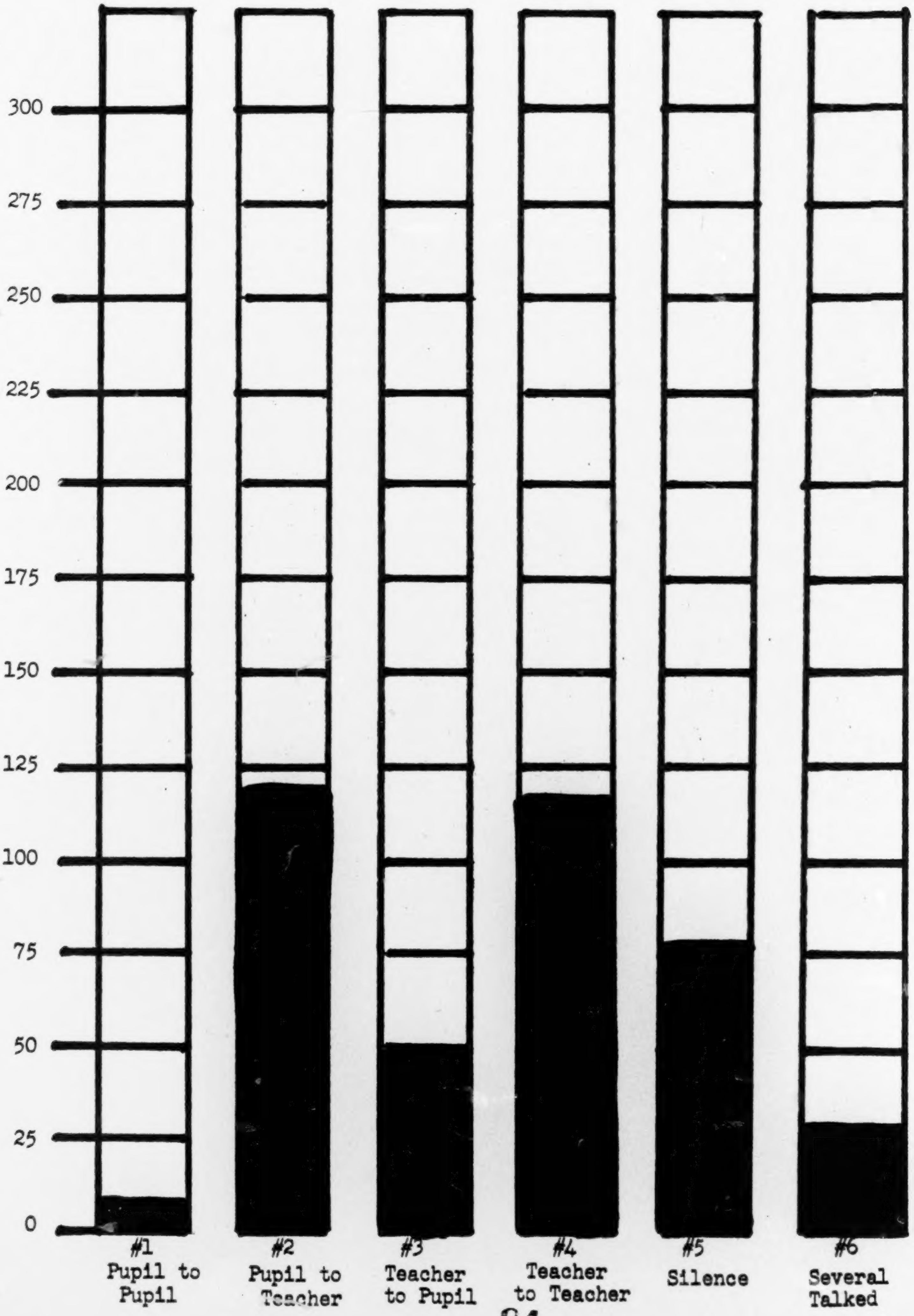
INTERACTION TIME GRAPH

Teacher #23
Name Tape #2



INTERACTION TABLE

Name Teacher No. 23
Tape #2



Annex #2-Appendix F

Instructor/Teacher

Evaluation Charts

Registration List for

"INDUCTIVE TEACHING TECHNIQUES FOR THE ELEMENTARY & MIDDLE SCHOOL TEACHER"

Inservice Courses
First and Second Semester
1969-1970

Teacher Name	School & Grade		# Training Hrs.
1. Arenz, Bernard	Schenk Middle	7 & 8	36
2. Beneker, Alice	Elvehjem	2	20
3. Bok, Elma	Orchard Ridge	4	2
4. Brewer, Pat	LaFollette Mid.	6-7-8	0-withdrew
5. Brink, Georgia	Allis	2	20
6. Cerrato, Florence	Nakoma	3	20
7. Chapman, Margaret	Lakeview	4	8
8. Conwell, Jerry	Dudgeon	6	20
9. Conwell, Lynn	Nakoma	Kdn.	20
10. Crossman, Harriet	LaFollette Mid.	7	12
11. Daltabuit, Sharon	Hoyt	1	12
12. Didcoct, Judi	Muir	3 & 4	20
13. Dillingofski, MarySue	LaFollette Mid.	7-8	0-withdrew
14. Dupuis, Anne	Emerson	5	0-withdrew
15. Elmer, Delores	Sherman	4	9
16. Ersig, James	Lapham	6	22
17. Fausett, Kathleen	Nakoma	5	16
18. Grunes, Sylvia	Huegel	Trans.	34
19. Hagemann, Pearl	Leopold	4-5-6	18
20. Harris, Marcia	Hawthorne	6	18
21. Hassforth, Karla	Schenk	2	16
22. Horton, Joan	Emerson	5	18

Teacher Name	School & Grade		# Hrs.
23. Hunt, Beverly	Schenk	2	16
24. Jacobson, Mary	Orchard Ridge	2	6
25. Kerwin, Laurie	Randall	3	14
26. Kielley, Lillian	Lowell	3	18
27. Kleinschmidt, Caryl	Schenk Middle	6	36
28. Klitzke, Geraldine	Glendale	3	18
29. Kosiewicz, Claudia	Randall	5	18
30. Larsen, Carol	Stephens	Kdn.	0-withdrew
31. Loomer, Susan B.	Orchard Ridge	3	18
32. Nauman, Craig	Memorial Jr.	7 & 8	36
33. Pearson, Mabel	Sherman	4	18
34. Pils, Linda	Schenk	2	20
35. Rapp, Rosemary	Allis	Deaf-4	36
36. Richter, Nancy	Schenk Middle	6	26
37. Rodehaver, Beth	Schenk Middle	6	38
38. Saari, James	Gompers	5-6	18
39. Schroeder, Al	Schenk Middle	Learning Coor.	36
40. Schultz, Sally	Lakeview	4	36
41. Schwartz, Phyllis	Lindbergh	2	20
42. Scrivner, Jane	Stephens	4	20
43. Seiler, Betty	Hawthorne	6	18
44. Sell, Betty	Elvehjem	2	20
45. Slominski, Judith	Gompers	2	18
46. Smythe, Marian	Orchard Ridge	2	16
47. Stach, Bettie	Sherman	6	0-withdrew
48. Stack, Janet	Randall	6	12

Teacher Name	School & Grade		# Hrs.
49. Thiel, Gertrude	Nakoma	2	16
50. Umberger, Robert	Gompers	4 & 5	20
51. Walker, Sharon	Lowell	4	0-withdrew
52. Wallen, Sue	Marquette	4	16
53. Weber, Joan	Elvehjem	3	2
54. Winter, JoAnn	Lowell	3	16
55. Winter, Opal	LaFollette Mid.	6-7-8	0-withdrew
56. Wright, Ken	LaFollette Mid.	6-7-8	0-withdrew
57. Zale, Patricia	Elvehjem	1	18

SECONDARY WORKSHOP

1. Barr, Steve	Memorial Jr.	8
2. Brill, Robert	East Sr.	10
3. Bushnell, Andrew	Student Teacher	8
4. Falch, Dick	West Jr.	10
5. Hable, Burton	West Sr.	8
6. Henrenger, Don	LaFollette Sr.	0-withdrew
7. Martin, Birdice	LaFollette Mid.	10
8. Miller, Gerald	Gompers	10
9. Nettleton, Aileen	Reading Consultant	8
10. Norene, Richard	LaFollette Sr.	10
11. Paulson, Phillip D.	East Jr.	10
2. Rieser, Robert	East Jr.	10
13. Schallert, Ray (Dale)	West Sr.	10
. Steckelberg, Richard	Memorial Sr.	10

INSTRUCTOR TAPE EVALUATION CHART

INSTRUCTOR #	Tr Hr	Tape #1 - Concept Dev.			Tr Hr	Tape #2 Inter. of Data			Tr Hr	Tape #3		
		ρ	T-T %	(P-T)/(T-P)		ρ	T-T %	(PT)/(TP)		ρ	T-T %	(PT)/(TP)
1		- .54	10.5	2.74		- .85	37.0	0.85		- .28	17.0	4.89
2		- .23	8.7	1.67		- .23	20.5	2.34		- .87	33.0	3.78
3		+ 1.00	15.0	1.00		- .57	29.5	2.25		- .07	17.0	2.95
4		+ 1.00	18.7	1.37		- .57	27.5	1.15			NO TAPE	
5			NOTAPE!			-. 75	10.2	2.03			NO TAPE	

(#) Teachers in 2nd Sem. Training

TAPE EVALUATION CHART

Teacher No.	Tape #1 Tr Hr	Tape #1 ρ	Tape #1 T-T %	Tape #1 (P-T)/(T-P)	Tape #2 Tr Hr	Tape #2 ρ	Tape #2 T-T %	Tape #2 (PT)/(TP)	Tape #3 Tr Hr	Tape #3 ρ	Tape #3 T-T %	Tape #3 (PT)/(TP)
1	2	+1.00	1.7	.88	10	+1.00	16.0	.73	20	+0.16	24.2	1.34
(2)	2	+ .86	7.0	.93	10	+ .85	2.5	.86	20	-0.53	24.5	1.79
3	2	+1.00	1.7	1.60	12	+1.00	1.2	1.40		NO	TAPE	
4	2	+0.50	0.0	.56	10	+1.00	9.5	.98	20	-0.20	33.0	1.65
* (5)	6	+1.00	14.0	.87	12	- .23	33.0	1.93	24	+ .53	20.7	1.31
(6)	4	+ .85	11.0	.85	10	+ .77	45.00	.55	26	-0.60	17.0	2.77
7	2	+1.00	2.0	.78	10	+1.00	2.0	.56	26	+.09	27.0	1.95
(8)	2	+ .84	6.7	1.27	10	+ .75	7.7	1.80	26	- .50	18.0	1.66
(9)	2	+ .28	3.7	1.42	10	- .46	16.5	1.77	24	- .11	14.0	1.74
(10)	6	+ .20	3.6	2.09	14	- .33	13.7	3.54	22	- .07	8.7	3.18
(11)	6	- .14	31.0	1.27	16	- .66	23.0	5.33	26	- .84	18.7	2.62
12	2	+1.00	20.0	.38	10	+1.00	12.0	0.65		NO	TAPE	
13			NO TAPE		10	+ .73	10.2	0.52		NO	TAPE	
14			NO TAPE				NO TAPE			NO	TAPE	
15			NO TAPE		12	+1.00	7.0	1.10		NO	TAPE	
16	2	- .76	31.0	1.87	10	+1.00	11.4	1.06		NO	TAPE	
17	2	+1.00	8.2	.81	10	-.38	3.2	1.82		NO	TAPE	
18	2	+1.00	2.0	1.04	10	+ .77	2.6	.85		NO	TAPE	
19	2	+1.00	4.0	.81			NO TAPE			NO	TAPE	

*This teacher has a class of 5 deaf children!

TAPE EVALUATION CHART

Teacher No.	Tr Hr	Tape #1			Tr Hr	Tape #2			Tr Hr	Tape #3		
		ρ	T-T %	(P-T)/(T-P)		ρ	T-T %	(PT)/(TP)		ρ	T-T %	(PT)/(TP)
20	2	+1.00	6.4	.73	10	+ .85	8.0	.71			NO TAPE	
21	4	+1.00	5.0	1 .03	12	+1.00	5.5	.50	20	+1.00	3.5	.94
(22)			NO TAPE				NO TAPE				NO TAPE	
** (23)	2	+.83	5.7	.77	12	- .14	29.0	2.42			NO TAPE	
24	2	+1.00	14.5	.63	10	+1.00	5.7	.94	20	- .71	18.0	1.87
25	2	+1.00	30.7	.72	10	+1.00	20.0	1.07	20	- .12	33.0	1.61
26	2	+1.00	11.0	.87	12	- .46	47.0	2.5			NO TAPE	
27	2	+1.00	29.0	.80	10	+1.00	8.0	1.62			NO TAPE	
28	2	+1.00	12.7	.64	10	+1.00	14.0	1.09			NO TAPE	
29	2	+1.00	3.0	1.55			NO TAPE				NO TAPE	
30	2	+1.00	4.2	.69	10	- .38	32.0	1.21			NO TAPE	
31	2	+1.00	7.0	.80	10	+ .29	22.2	1.65			NO TAPE	
32	2	+.77	2.5	.85	10	+1.00	10.2	1.03			NO TAPE	
33	4	+1.00	6.2	1.18	10	+1.00	2.7	.62			NO TAPE	
34	2	+1.00	8.0	.44	12	+ .60	19.0	1.09			NO TAPE	

**This teacher is a Learning Coordinator and therefore does not have a class

Annex #3-Appendix F

Establishing Criterion Level

ESTABLISHING CRITERION LEVEL:

Experiment #1--

TAPE NO. 1: Teacher #10-Concept Development "Changes of Earth Surfaces"

Low + ρ	T-T (High)	(P-T)/(T-P) High
+.20	3.6	2.09

Supervisor's Comments:
Short teacher opening (focus question)
Short teacher clarifications--seeks more responses--repeats student responses

About 3 student responses to teacher talk
About 2-3 students respond to each teacher question.
Excellent Tape!

TAPE NO. 2: Teacher #6-Interpretation of Data "The Day the Bus was Late" (story-input)

High + ρ	T-T	(P-T/T-P) Low
+.77	45.0	.55

Supervisor's Comments:
Teacher asks questions
Repeats what children say
Verbal ping-pong!

Teacher talks too much.
Interrupted by noise
Interrupted by someone at classroom door

Enthusiastic class! Does not qualify however.

TAPE NO. 3: Teacher #16-Concept Development "How man's life has changed when he began to grow crops" (focus)

High - ρ	T-T	(P-T)/(T-P) Low
-.76	31.0	1.87

Supervisor's Comments:
Good responses
Does not ask for clarification
Teacher talks too much
Disciplines class several times
Poor tape!

TAPE NO. 4: Teacher #23-Concept Development "Nouns"

Low - ρ	T-T	(P-T)/(T-P)
-.14	29.0	2.42

Supervisor's Comments:
One word answers
Asks clarification
Teacher talks too much

Experiment #2--

Teacher #9-TAPE NO. 1: Similarities & Differences "Deserts and Climate"

ρ	T-T	(P-T)/(T-P)
+.28	3.7	1.42

Supervisor's Comments:
Teacher talks too much at beginning
Silence very high--settled down later!
Fair use of strategy
Verbal ping-pong (1P -- 1T)

Will not qualify!

Teacher #9-TAPE NO. 3: Concept Development "Four Food Groups"

ρ	T-T	(P-T)/(T-P)
-.11	14.0	1.74

Supervisor's Comments:
Teacher asks initial question-then gets responses
Verbal ping-pong
Not much initial talk
Quicker in getting to interaction
More student responses than teacher talk
Better use of strategy

Will qualify!

Teacher #24-TAPE NO. 1 Concept Development "What is Social Studies?"

ρ	T-T	(P-T)/(T-P)
1.00	14.5	.63

Supervisor's Comments: Initial teacher talk--then 2 teacher talk segments to 1 student response
Continues through discussion!
Too high on teacher talk and limited student response will be too low

Will not qualify!

Teacher #24-TAPE NO. 2 Concept Development "Better solution to waste problems"

ρ	T-T	(P-T)/(T-P)
-.71	18.0	1.87

Supervisor's Comments: Initial teacher talk high
Verbal ping-pong (1T/1P)
Long, involved student responses, thus high pupil talk
Proper use of strategy
This tape should meet the requirements of P-T/T-P criterion

Will qualify!

APPENDIX G

University Credit

Course

TO: Dr. Douglas S. Ritchie

FROM: Thomas H. Patterson
Supervisor
Title III In-Service Model

SUBJECT: Proposal for University Credit Course:

"Teaching Strategies to Develop Children's Thinking---

An Inquiry Concept Approach to Teaching"

PROPOSED COURSE OUTLINE

1. Teacher: Thomas H. Patterson

Special Instructors: Mr. Kenneth J. Kennedy
Mr. James W. Neefe
Miss Diane C. Pease
Mrs. Jane J. White

2. Course Title: "Teaching Strategies to Develop Children's Thinking--
An Inquiry Conceptual Approach to Teaching"

3. Course Description: Teachers will learn theory and develop skills through practice in the course, attending 18 three (3) hour sessions spaced through each school semester. The program includes information gathering through lectures, films, and video tapes prepared for the class; guided discussions, analysis of practice sessions through observation via video and audio taping and skill building activities. All activities will be supervised by highly trained leaders. The course is designed to prepare teachers to utilize five basic phases of new teaching techniques and strategies:

Concept Development
Interpretation of Data
Interpretation of Feeling and Attitudes
Building and Application of Generalizations
Analysis of Curriculum Content

4. Prerequisite: Participants must be certified teachers employed by a school district and working in a district during the course semester.

5. Credits: Two (2)

6. Method of Instruction: Lectures
Class Discussion
Group Work
Audio and video tapes
Films

7. Textbooks: Teachers Handbook for Social Studies; Hilda Taba

Classroom Questions: What Kinds?; Sanders

Role Playing for Social Values; Shaftel

Objectives:

1. To change teacher behavior (of participants) in the classroom so they function 75% of their time or more as facilitators of learning rather than as purveyors of knowledge.
2. To change the teaching-learning transaction in elementary, middle, and secondary classrooms of participating teachers from deductive (read and say) to inductive (inquire-share).
3. To transmit mastering of five basic phases of new teaching strategies; concept development, interpretation of data, interpretation of feelings and attitudes, building and applying generalizations, and the analysis of curriculum content.

Evaluation:

Each participant will be required to record an audio taped discussion session in the classroom at the beginning of the program. The teacher will then be recorded at the halfway mark in the course and again at the end of the course. These audio or video tapes will then be analyzed for specific items relative to good teaching procedures (analyze tapes for percentage of time spent in teacher to pupil talking; analyze tapes for deductive vs. inductive activities; analyze teacher lesson plans for facts vs. concepts.)

Course Outline:

Session 1 -

Overview of program; Pairs and teams established
Sensitizing Experience (concept formation)
Pairs fill in analysis worksheet
Teams compare results
Instructor Summary
Presentation of Task I
Group Constructs discussion guide.
Pairs construct grade level guides.
Group discussion of guides

Session 2 -

Introduction to observation sheets
Viewing of first video tape
Pairs fill in observation sheets
Explanation of observation sheets
Viewing of second video tape
Pairs fill in observation sheets
Instructor discusses observation sheets
Transcript analysis #1
Transcript analysis #2
Evaluation sheet discussion

Session 3 -

Introduction to evaluation Task I (concept development)
Pairs evaluate groupings and labels
Group discusses results
Pairs evaluate second set of groupings and labels.
Group discusses results
Introduction to flexibility task
Pairs evaluate flexibility exercise
Group discusses results
Pairs evaluate second flexibility exercise
Group discusses results
Instructor summarizes evaluation exercises
Group views demonstration video tape
Teamsanalyze tape
Group compares and discusses analysis
Summary of Task I

Session 4--

Sensitizing Experience
Pairs complete discussion guide
Teams compare results
Introduction to Task II (Interpretation of Data)
Group constructs discussion guide
Pairs construct grade level discussion guides
Teams discuss results
Group discussions
Group views demonstration film
Pairs complete observation sheet
Summary of observation sheets

Session 5 -

Group exercise on thought levels
Tape script Analysis #3
Tape script Analysis #4
Pairs analyze tape script for thought levels
Teams compare results
Group discussion of questions and problems

Session 6 -

Group reads and discusses summary on teacher roles
Individuals develop second Discussion Guide and
turn in for evaluation
Retrieval chart exercise and discussion
Pairs analyze exercise
Teams compare and discuss exercise
Clinic on problems

Session 7 -

Group views film on retrieval chart sequence
Instructor discusses and analyzes film
Reading on use of Retrieval Charts
Summary discussion
Pairs plan retrieval chart sequence and discuss
Group views film
Group discusses film
Instructor summarizes Task II
Workshop evaluation

Session 8 -

Analysis of classroom tryouts
Clinic on discussion problems
Readings for 2 groups
Discussion of readings
Pairs write sentence summary
Select:
    four best summaries
    four worst summaries
Group develops criteria
Group reads article on criteria
Group re-evaluates student summaries

Session 9 -

Review evaluation story
Pairs select:
    four best summaries
    four worst summaries
Group reviews scoring system and criteria guide
Pairs evaluate twelve sentence summaries
Group compares and discusses results
Pairs evaluate second set of summaries
Group discusses results
Instructor summarizes evaluation exercise.

Session 10 -

Group rearranges scrambled question
Sequence
Sensitizing Experience
Pairs complete analysis worksheet
Teams compare results
Instructor introduces Task III (Interpretation of feelings and attitudes)
Group constructs discussion guide
Pairs construct discussion guides
Teams discuss results
Group discussion of results

Session 11 -

Group views demonstration film
Pairs complete observation sheets
Instructor summarizes observation sheets
    Tape script Analysis #5
    Tape script Analysis #6
Group analysis of classroom discussion about human relations
Workshop Evaluation

Session 12 -

Participants read story "Clubhouse Boat"
Group views demonstration film
Pairs complete observation sheets
Teams discuss results
Instructor summary of observation sheets
Group reads "Paper Drive"
Instructor conducts role-playing session
Pairs analyze role-playing session
Teams discuss analyses
Instructor summarizes role-playing session

Session 13 -

Instructor discusses important ideas in building a discussion possibilities guide
Pairs build a discussion possibilities guide on the story "Trick or Treat"
Teams discuss results
Instructor summary of the use of role-playing in the classroom
Clinic on questions and problems

Session 14 -

Sensitizing experience, evaluative type
Pairs complete analysis form
Teams discuss results
Introduction to Task IV - Generalizations
Group construct discussion guide
Instructor introduces similar situation and changed variable
Pairs construct discussion guide
Group discussion

Session 15 -

Sensitizing experience, teaching type
Pairs compare evaluative and teaching types
Group discussion
Group constructs discussion guide
Group views demonstration film
Pairs complete observation sheets
Instructor Summarizes Task IV

Session 16 -

Instructor introduces process curriculum
Group analysis of content
Pairs analyze content
Group discussion
Group analysis of learning experiences
Pairs analyze learning experiences
Instructor summary: How to develop and use process curriculum

Session 17 -

Introductory exercises to illustrate importance of communication.
General comments on human behavior and behavior in groups

Group work:

1) Pairs and teams
    - How to set up
    - When to set up
    - Why to set up
    - Who to pair or team up
    - What to do when unproductive
2) blackboard recording
3) observing
4) listening
5) analysis of tapes

Considerations:
Seating, taping, degree of formality, furniture choices.

Session 18 -

Leadership Skills:
- direction vs. non-direction
- keeping attention and interest
- observing
- listening
- evaluating (self, pair, team, group)

Process problems:
- dominating members
- silent members
- side conversations
- differences of opinion
- volunteers vs. none

Planning Agendas: Spacing, pacing, timing, order of events
Questions and problems
Evaluation

PLAN A

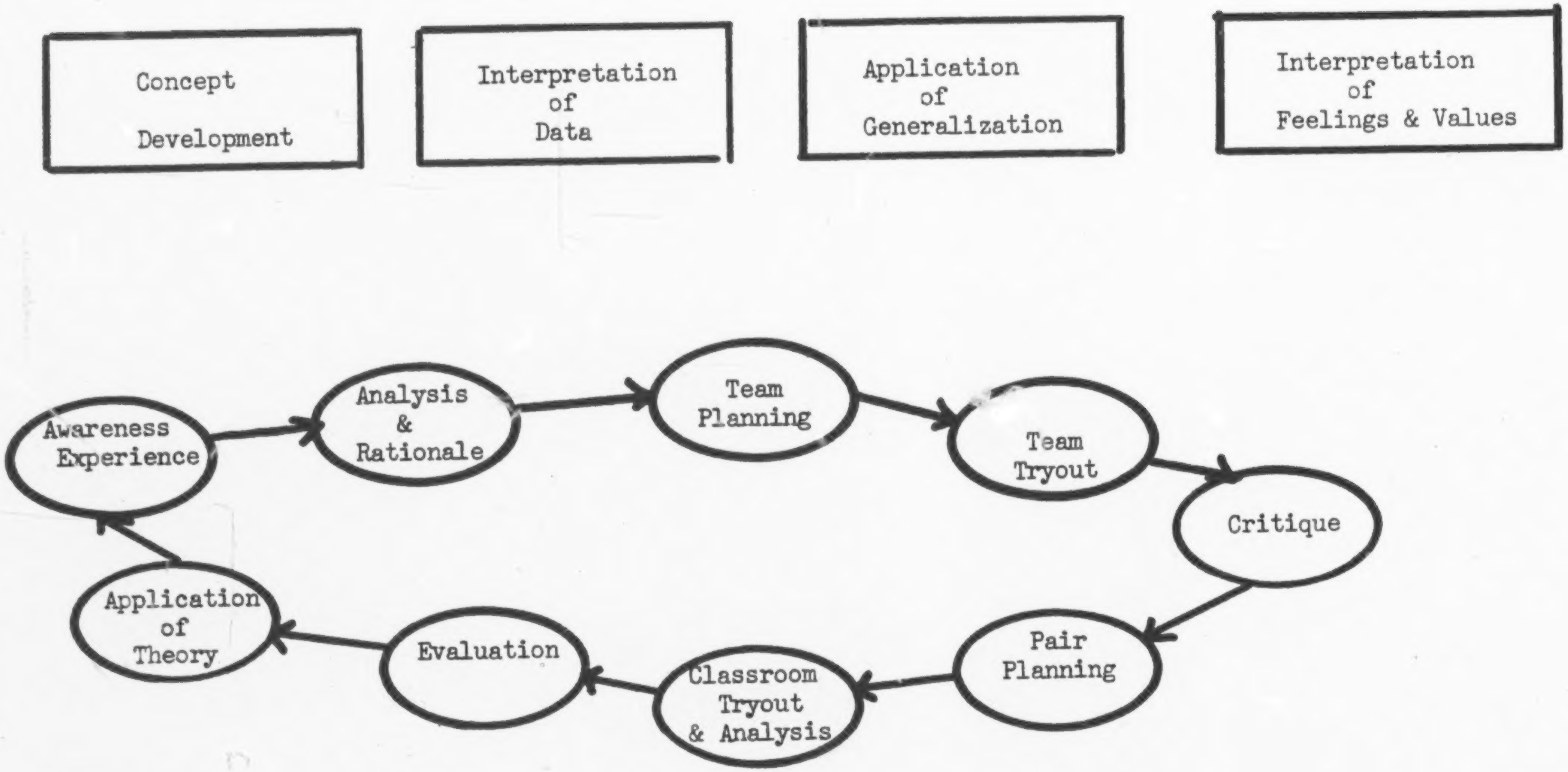
	East	LaFollette	Memorial	West
1969-70 49 Teachers		L L (no release time)	L	$\boxed{L}$
1970-71 40-80 Teachers		L L (released time) 20-40	L $\boxed{L}$ 20-40	
1971-72 200-400 Teachers	L △L △L △L △L 50-100	△L L △L △L △L 50-100	△L L △L △L △L 50-100	L △L △L △L △L 50-100 +4△L

$\boxed{L}$ Jane White

PLAN B

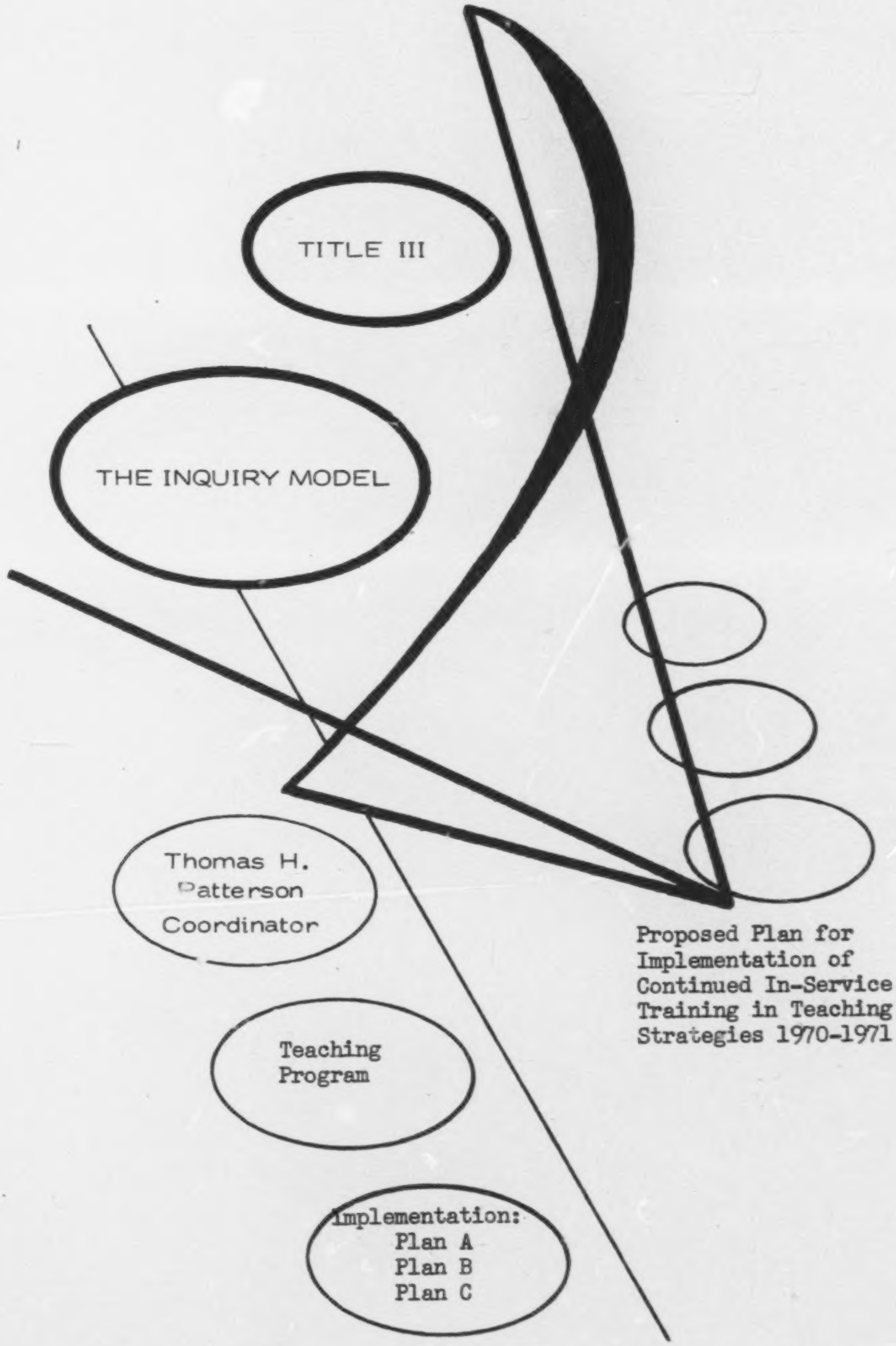
	East	La Follette	Memorial	West
1969-70		L L	L	[L]
1970-71 80-160 Teachers	L △L 20-40 Teachers	L △L 20-40 Teachers	L △L 20-40 Teachers	△L △L 20-40 Teachers
1971-72 80-160 200-400 Teachers	L L △L△L△L 50-100 Teachers	L L △L△L△L 50-100 Teachers	L L △L△L△L 50-100 Teachers	L L △L△L△L 50-100 T. +8△L

TRAINING SEQUENCE TABA COURSE


Concept Development
Interpretation of Data
Application of Generalization
Interpretation of Feelings & Values
Awareness Experience
Analysis & Rationale
Team Planning
Team Tryout
Critique
Pair Planning
Classroom Tryout & Analysis
Evaluation
Application of Theory

APPENDIX H

Proposed Plan
for
Implementation of Continued
Inservice Training



TITLE III

THE INQUIRY MODEL

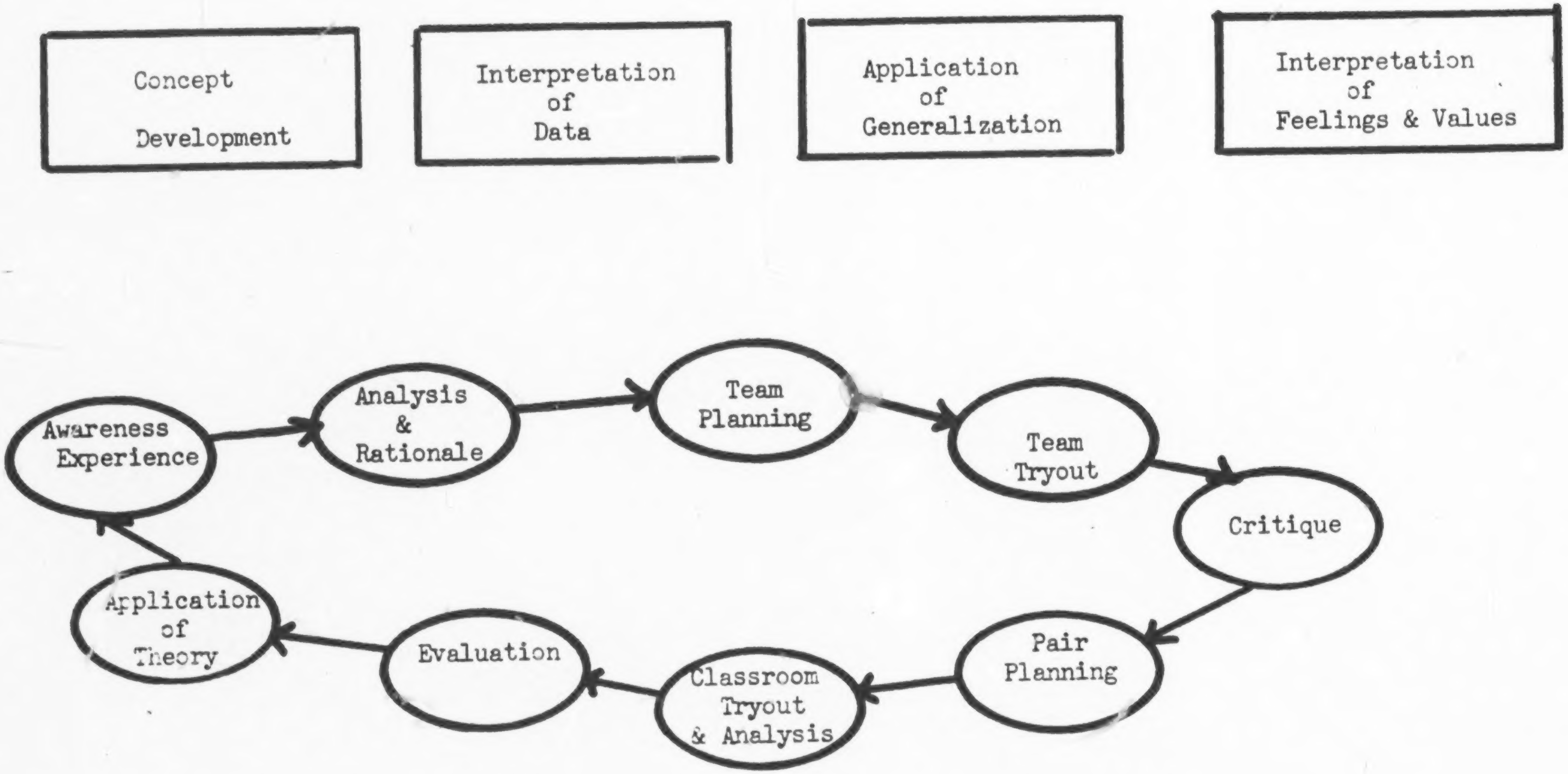
Thomas H.
Patterson
Coordinator

Proposed Plan for
Implementation of
Continued In-Service
Training in Teaching
Strategies 1970-1971

Teaching
Program

Implementation:
Plan A
Plan B
Plan C

TRAINING SEQUENCE TABA COURSE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Pair Planning
Classroom Tryout & Analysis
Evaluation
Application of Theory

PLAN A

	East	LaFollette	Memorial	West
1969-70 49 Teachers		L L (no release time)	L	$\boxed{\text{L}}$
1970-71 40-80 Teachers		L L (released time) 20-40	L $\boxed{\text{L}}$ 20-40	
1971-72 200-400 Teachers	L △L △L △L △L 50-100	△L L △L △L △L 50-100	△L L △L △L △L 50-100	L △L △L △L △L 50-100 +4△L

$\boxed{\text{L}}$ Jane White

PLAN B

	East	La Follette	Memorial	West
1969-70		L L	L	[L]
1970-71 80-160 Teachers	L △L 20-40 Teachers	L △L 20-40 Teachers	L △L 20-40 Teachers	△L △L 20-40 Teachers
1971-72 80-160 200-400 Teachers	L L △L △L △L 50-100 Teachers	L L △L △L △L 50-100 Teachers	L L △L △L △L 50-100 Teachers	L L △L △L △L 50-100 T. +8△L

PLAN C

	East	LaFollette	Memorial	West
1969-70 49 Teachers		[1] △L L L (no release time)	L [2] △L	
1970-71 40-80 Teachers		L L L (released time) 20-40	L L 20-40	
1971-72 200-400 Teachers	L △L △L △L △L 50-100	△L L △L △L △L 50-100	△L L △L △L △L 50-100	L △L △L △L △L 50-100 +4 △L

[1] △L Bernard Arenz-Schenk Middle

[2] △L Craig Nauman - James Madison Memorial Middle

APPENDIX I

Teacher Reactions
to Inservice
Courses

Three questions were asked for the participants in the second semester workshop. Their responses seem typical of the responses made by all 65 teachers involved in the 4 Inservice sessions held during the year.

The questions answered below are:

1. How effective was the inservice course in teaching you some new strategies of teaching?

2. Will you use these strategies in your own classroom in the future?

3. How can the course be improved?

QUESTION (1)

"I felt the organization was excellent. It is no fun listening to someone speak or lecture for two hours. I found how fun and interesting these strategies can be. Therefore, I felt the team tryouts were very worthwhile."

"I feel the start was too slow. We were rather confused for a while. Last learning experience, we didn't have enough time to do adequate job of finding material to work with. Started having theory and application talks that interested me after cause and effect. Theory is kind of boring to me since it often has little to do with actual practice. Mood was pretty easy going. All 3 (instructors) are approachable and human. I never felt offended, wrong or neglected."

"I feel that this inservice course has had a great deal to offer. I feel the team tryouts were valuable but I didn't enjoy the actual teaching. Generally, the mood of the group was very good--lots of informality. The choice of topics was generally geared to the various grade levels."

"I was very much pleased with the content and the practice sessions of the course. It was overall very well conducted."

"This is a course I would highly recommend to all teachers. We have enjoyed being together and learned a lot. I like the contrast and comparison technique and grouping (labeling of groups) and find it works into my 4th grade class situations on many occasions.
We moved along at a fast enough pace so that I felt challenged and that it was well worth my time to be here."

"The format for the course was good. I really can't think of a way to change it. I had a warm feeling of supportiveness for the feeble first steps I made. I did feel confusion in team planning at first, but this may be a necessary step. You did well in pacing us as we tended to bog down in discussions."

"The organization was fine but I was wondering if in future courses more time might be spent on the two final strategies. The first strategy seemed to go on longer than necessary, while the last two might have been clarified more."

Question (1) continued:

"Generally this inservice was great. The team tryouts were very helpful to see how to do these. I enjoy using these strategies in my classroom and the children enjoy them too."

"The most helpful and worthwhile things were the team tryouts. Itwas the only way I could really understand the strategies involved. I felt the overall time was a little short for all the discussion and tryouts."

"I feel that you really frightened a few people the first night of the course when you handed out the course schedule and talked of the tapes. I must admit, I considered dropping the course as I'm sure others did. I really enjoyed the course and I felt it worthwhile. It is interesting how the techniques do seem to work."

"I felt the course was always well planned by the instructors. Their examples tried on the class were helpful to me in understanding the strategies. Our tryouts on each other were valuable also in getting the steps of the strategies and helping me formulate good questioning techniques."

QUESTION (2):

"I have done all three strategies with my second grades and not just for the tapes. I found the cause and effect difficult to understand and get from the children. I feel that more time needed to be spent on the second (strategy). Now, through trial-and-error I have figured out more and it has become exciting in my class.
Next year I will be teaming in Social Studies and Science. I hope to share all this with the three other teachers."

"Definitely-I'm already encouraging my student teacher to do concept development. I like all three strategies, still have to think about them more to employ them in appropriate areas. They have lots of potential and flexibility."

"Yes, I will honestly use these strategies in my classroom. I'll use the similarities and differences in my Indian Unit, Community Unit and in reading groups when discussing stories. I'll use the grouping strategy in Math, Social Studies, and Science."

"I don't believe I can tell you the value of what I learned in terms of the children I teach. It seems as though the children are using their thought processes more with the use of these techniques. I still feel it is early to evaluate it in terms of them.
I have found this to be most valuable to me. It has made me more aware of the importance of having children expand their thinking--to use their brains."

Question (2) continued:

"This last week I used a listing review method with 'How does a certain climate affect the people who live there?' Listing our continents-countries, underneath-grouping them into climate of HOT & WET, HOT & DRY, MOUNTAINS, etc. It works--the children think and respond to grouping and contrast."

"I liked this course very much. It took me in totally different directions with respect to teaching social studies. I feel that these strategies will be useful and functional. I think they will affect the way I teach and their subjects as well."

"I feel that the cause and effect strategy and similarities and differences will be very useful in the future (as class rules in beginning of year and changes of Madison community)."

"I especially like the cause and effect, however, I enjoy all three. It has really opened up some of my children's minds and made them verify their answers."

"I have tried some of the strategies in the classroom, other than the ones we taped. The one I least understand is the similarities and differences and this is perhaps because we needed more meetings than we had. I have found these sessions to be rather fun and enjoy trying them on the children. It is rather like a challenge to see if we can get the children to arrive at a generalization similar to the one we have in mind."

"Yes, I definitely do feel I will use these strategies. In fact I've used the concept development strategy quite a few times already and we seem to be continually using the similarities and differences strategy in 4th grade social studies."

"I'll try to use these strategies in my classroom. I don't feel all that accomplished with them. I guess that comes with use."

QUESTION (3):

"Better video tapes to give us a working idea!"

"I enjoyed the course and have learned a great deal to use in my daily classroom procedure. A good course to tell others about!"

"I don't believe this course could have been conducted any better. It was superb and I want to express my thanks to Ken and Jane for a job well done."

"I have very positive feelings about this course and feel it was very valuable and will change my teaching in a positive direction."

"Nothing--I enjoyed it and found it most worthwhile."

Question (3) continued:

"The only way I can see in improving the course is more meetings. I felt a little frustrated at times because it seemed as though we were hurrying so much of the time."

"It was great--very enjoyable--great instructors. You really made us feel at home."

APPENDIX J

Teacher Video Tape Productions

VIDEO TAPES
Produced by Inservice
Model-Social Studies

Tape No.

1.............Jane White-Hoyt Grade 6
"A Greek House"

Synthesis of a three-week archeology unit exploring Concept Development relating to the Greek Culture from a "dig" at Olympus to the Application of Generalizations made about Greek and other cultures.

2.............Jane White-Hoyt Grade 6 2-12-70
"A Greek House" #1

3.............Jane White-Hoyt Grade 6 2-25-70
"A Greek House"#2

4.............Jane White-Hoyt Grade 6 2-26-70
"A Greek House" #3

CONCEPT DEVELOPMENT-Strategy #1:

5.............Ruth Rinkle-Memorial Junior 9-8-69
"Geography"

A discussion of the concept of geography and its meaning to the students.

6.............James Neefe-Schenk Middle 9-11-69
"Maps"

A discussion of maps--developing the concepts of their use and value.

7.............Kenneth Kennedy-Huegel Grade 6 9-17-69
"Man"

A discussion to form concepts using the focus: "What are some of the ways man has changed since prehistoric times?"

8.............Diane Pease-LaFollette Middle
"Environment"

A discussion of environment--enabling the student to form concepts about the topic.

Tape No.

9...........Jane White-Hoyt Grade 6
"Communication"

A discussion of communication and concepts developed by children relating to accuracy and credibility of various news sources.

10...........Kenneth Kennedy-Grade 4
"Drugs"

A discussion of drug abuse and use in our society.

INTERPRETATION OF DATA-Strategy #2:

11...........James Neefe-Schenk Middle 11-3-69
"Aztalan"

A summation of a class field trip to Aztalan. Students interpret the experience using the focus: "What were some of the historical items viewed at Aztalan?"

12...........Diane Pease-Allis Grade 2 11-17-69
"Sleep"

Students take part in cause and effect discussion of sleep and the role it plays in everyday life.

13...........Kenneth Kennedy-Huegel Grade 6
"Drugs"

The development of a discussion of the causes and effects of drug use and abuse in our culture.

14...........Kenneth Kennedy-Huegel Grade 1 11-11-69
"Madison"

An attempt to work with the causes and effects of Madison's growth.

15...........Ruth Rinkle-Memorial Junior 11-3-69
"Dairying"

A discussion of the dairy industry--noting the similarities and differences of New York State and Wisconsin dairy industries.

16...........Jane White-Hoyt Grade 6 11-18-69
"Man"

A discussion of similarities and differences of Pygmy, Laplander, and Eskimo cultures.

Tape No.

17..........Sharon Daltabuit-Hoyt Grade 1 11-12-69
"Good Manners"

A discussion of the cause and effect of good manners at home and school.

FEELINGS AND VALUES-Strategy #3:

18..........James Neefe-Schenk Middle
"Aram Dreams"

Children discuss the story of "Aram" whose father wants him to be a scribe while Aram wants to be a world traveler. Students relate and discuss similar situations in their lives.

19..........James Neefe-Schenk Middle
"Boundaries"

Students develop a discussion of dispute over land boundaries. They discuss similar situations and how this relates to their lives.

APPLICATION OF GENERALIZATIONS-Strategy #4:

20 ....Diane Pease-LaFollette Middle 5-20-70
"School Forest"

A summary of a class field trip to the School Forest using the Application of Generalization strategy to deal with the focusing question: "What would happen if we would lumber-off the School Forest?"

MISCELLANEOUS TAPES:

21 ....Thomas H. Patterson-25 minute tape
"Project Presentation"

A review of three years of the Title III Social Studies Project for the Madison Public Schools.

22 ....Mrs. Marlene Cummings-East Junior Grade 8 12-12-69
"Black America"

Mrs. Cummings discusses "What it means to be black in Madison."

THIS CAN HAPPEN TO YOU!

Be the first in your school to use new teaching strategies.

See students come alive and excited about learning.

Find out what INDUCTIVE TEACHING and INQUIRY really means.

Learn how to plan and execute your own concept-oriented teaching units.

We want the concepts

OBJECTIVES

1. Students will discover and develop concepts of how archeologists find artifacts on how they logically create theories about man.

2. Students will be able to identify and explain some of the scientific theories of the origins of man.

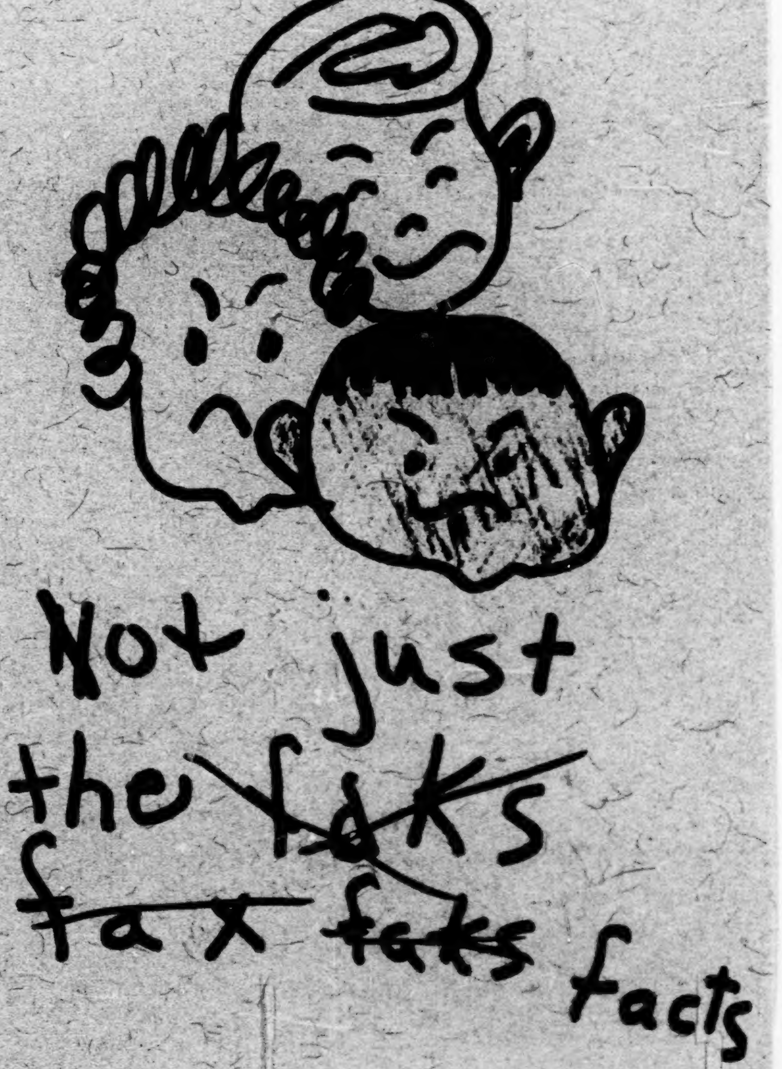
3. Students will develop a list of man's basic needs, and inquire into how these needs were met.

4. Students will gather and analyze information about present day hunting and gathering societies.

5. Students will analyze a simulated society, predicting how its members meet their basic needs.

HOW MAN BEGAN

"This unit was compiled over summer of 1968 by a teacher in a self-contained classroom and several teachers from a team in the Madison elementary schools. Its main purpose is to demonstrate various ways of involving students in conceptual inquiry."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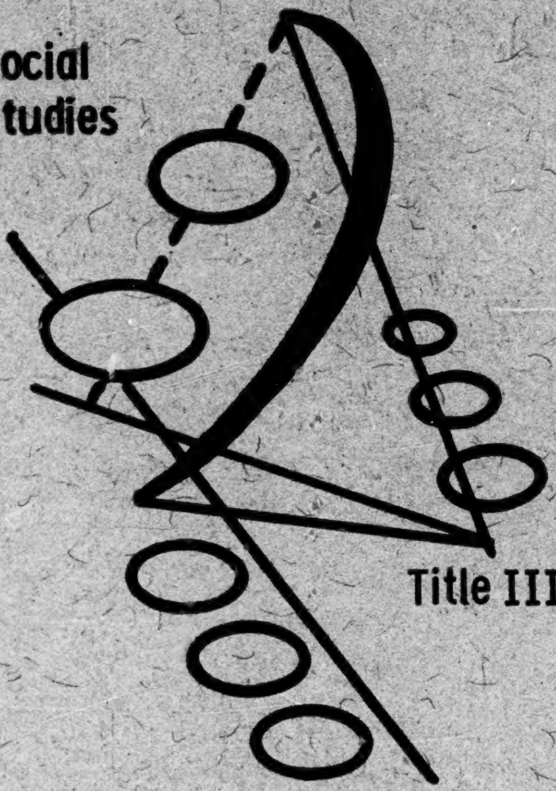
Social Studies



Title III

HOW MAN BEGAN

The Inquiry Model Unit for Sixth Grade

Produced By:
Jim Lackore-Chairman
Jack Argraves
Barbara VanLoenen
Jane White

UNIT KIT

Available for loan to individual teachers from the

Title III Office
Room 208-Administration Bldg.
Phone: 257-9561 Ext. 283

HOW MAN BEGAN

An Innovative Model Unit for Sixth Grade Social Studies

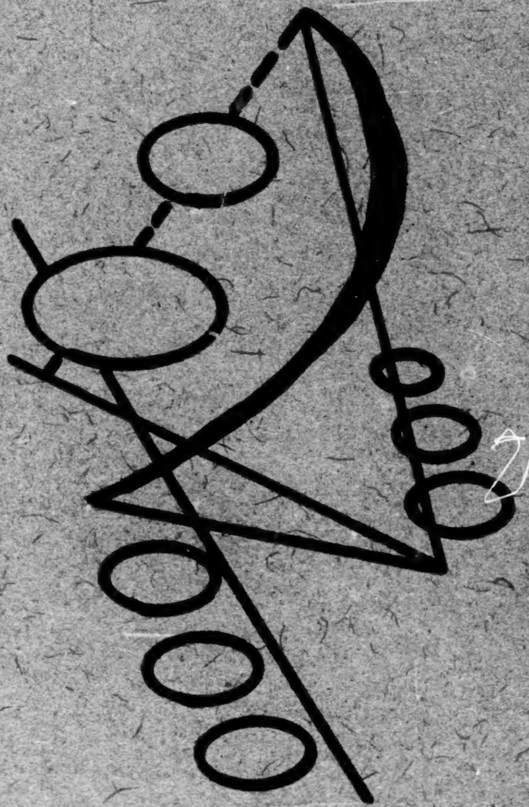
The "Kit" Contains:

1. How Man Began unit print-out with teaching strategies.
2. How Man Began audio tape, Digging Up the Past audio tape for teacher presentation.
3. Two scripts, slide presentations based upon the theory of evolution for teacher presentation.
4. A bibliography with suggested reading assignments, filmstrips, and films.

COORDINATOR

Thomas H. Patterson
545 West Dayton Street
Madison, Wisconsin 53703

TEACHING STRATEGIES TO DEVELOP CHILDREN'S THINKING



Title III

An Innovative Model Unit

"HOW MAN BEGAN"
for Sixth Grade
Social Studies

Madison Public Schools
Curriculum Development

APPENDIX K

Brochures

&

Project Information

THIS CAN HAPPEN TO YOU!

Be the first in your school to use new teaching strategies.

See students come alive and excited about learning.

Find out what INDUCTIVE TEACHING and INQUIRY really means.

Learn how to plan and execute your own concept-oriented teaching units.

We want the concepts

OBJECTIVES

1. To develop student ability to define and analyze the meanings of "minority group" and "pluralistic society."

2. To have students trace the historical development of the Black American and apply this background to an analysis of current civil rights developments.

3. To have students analyze and evaluate attitudes toward the "American Dream" of a pluralistic society which guarantees equal opportunity for all.

4. To reinforce student skill in gathering data, analyzing Primary and Secondary sources, and writing research projects.

BLACK AMERICAN

"A minority is a social group whose members experience at the hands of another social group various disabilities in the form of prejudice, discrimination, segregation, or persecution (or any combination of these)."

Wegley and Harris

Not just the ~~faks~~ ~~fax~~ ~~faks~~ facts

Social
Studies

Title III

BLACK AMERICAN

The Inquiry Model Unit for Eighth and Ninth Grade

Produced By:
Jim Lackore-Chairman
Michael Harrington
John Newman
Jebby Phillips

UNIT KIT

Available for loan to
individual teachers from:

Title III Office
Room 208-Adminstration Bldg.
Phone: 257-9561 Ext. 283

BLACK AMERICAN

An Innovative Model Unit for
Eighth and Ninth Grade Social Studies

The "Kit" Contains:

The Black American Unit print-out with teaching strategies, meeting outlines and narrative.

Black American Audio tape, script and slides for the teacher.

Overhead projection transparencies and slides.

Pre and post test survey.

A selected bibliography with suggested reading assignments, filmstrips, and films.

COORDINATOR

Thomas H. Patterson
545 West Dayton Street
Madison, Wisconsin 53703

TEACHING STRATEGIES TO DEVELOP CHILDREN'S THINKING

Title III

An Innovative Model Unit

"BLACK AMERICAN" for Eighth and Ninth Grade Social Studies

Madison Public Schools
Curriculum Development

THIS CAN HAPPEN TO YOU!

Be the first in your school to use new teaching strategies.

See students come alive and excited about learning.

Find out what INDUCTIVE TEACHING and INQUIRY really means.

Learn how to plan and execute your own concept-oriented teaching units.

We want
the
concepts...

OBJECTIVES

1. To have students readily define; environment, institutions, culture, civilization, and Society.

2. To have students identify forces which encourage or impede the development of civilizations, geographical forces, human needs, heritage and technological forces.

3. To have students establish a cause/effect relationship between the forces that affect civilizations and the development of institutions.

4. To have students identify specific institutions developed in the Societies of the Ancient Middle East and account for their similarities and differences.

5. To develop student skills in defining terms, map usage, interpreting and classifying data, building cause/effect relationships, debating, role playing, formulating hypotheses, generalizations and theories.

DEVELOPING SOCIETIES

Heritage:

"Culture suggests agriculture, but civilization suggest the city. In one aspect civilization is the habit of civility; and civility is the refinement which townsmen, who made the word, thought possible only in the city....... civilization begins in the peasant's hut, but it comes to flower only in towns."

Will Durant

Not just
the ~~faks~~
~~fax~~ ~~faks~~ facts

SOCIAL
STUDIES

Title III

DEVELOPING SOCIETIES

The Inquiry Model Unit for Tenth Grade

Produced by:

Jim Lackore...Chairman
David Parker
Russell Phelps
Alfreda Rulis

UNIT KIT

Available for loan to individual teachers from the Title III Office

In-Service Model
Room 208, Adm. Bldg.
Phone 257-9561 Ext. 283

DEVELOPING SOCIETIES

An Innovative Model Unit for
Tenth Grade Social Studies

The "Kit" Contains:

1. A Unit Print-out, with teaching teaching strategies, meeting outlines, and narrative.
2. Developing Societies audio tape, script, and slides for presentation.
3. Overhead projection transparencies for teacher presentation.
4. Sample unit evaluation.
5. A selected bibliography, with suggested reading assignments, filmstrips, and films.

COORDINATOR:

Thomas H. Patterson
545 West Dayton Street
Madison, Wisconsin 53703

Phone: 257-9561 Ext. 283
Room: 208 Adm. Bldg.

TEACHING STRATEGIES TO DEVELOP CHILDREN'S THINKING

Social
Studies

Title III

An Innovative Model Unit

"DEVELOPING SOCIETIES"
for Tenth Grade
Social Studies

Madison Public Schools
Curriculum Development

Only a limited number of
teachers can be enrolled
in the program for the
1969–70 school year

PROGRAM

first semester

Dates: September 23 & 30
October 7, 14, 21 & 28
November 4, 11, 18 & 25

Place: Administration Building

Time: 7:00 to 9:00 pm

Credits: Two Professional Advancement Credits

Fees: $ 10.00

Open to: Elementary and Middle school teachers

Class limited to 30 teachers

COORDINATOR

Thomas H. Patterson
545 West Dayton Street
Madison, Wisconsin 53703

second semester

Dates: February 17 & 24
March 3, 10, 17 & 31
April 7, 14, 21 & 28

Place: Administration Building

Time: 7:00 to 9:00 pm

Credits: Two Professional Advancement Credits

Fees: $ 10.00

Open to: Elementary and Middle school teachers

Class limited to 30 teachers

Dates: February 3, 10, 17, & 24
March 3

Place: Room 103
Administration Building

Time: 7:00 to 9:00 pm

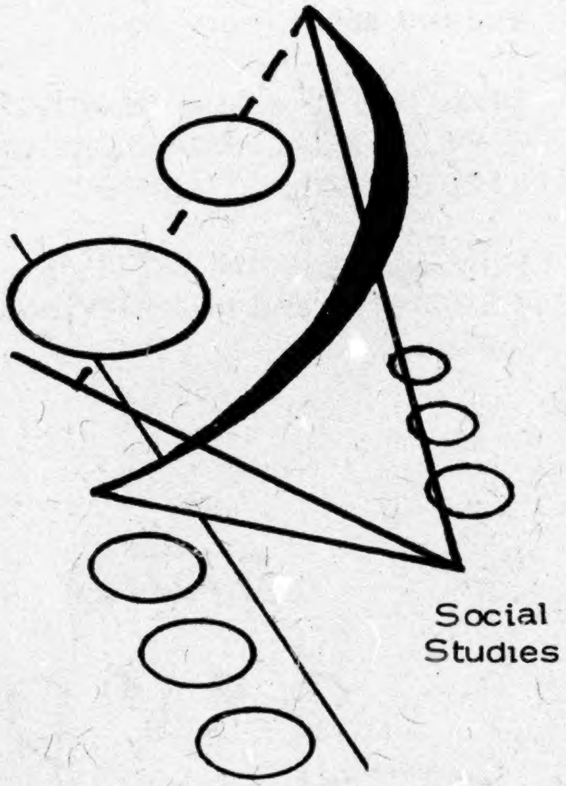
Credits: One Professional Advancement Credit

Fees: $ 7.50

Open to: Secondary and Jr. High School teachers

Class limited to 40 teachers

TEACHING STRATEGIES
TO DEVELOP
CHILDREN'S THINKING



Title III

An Innovative In-Service Model
for the School Year
1969 - 1970

Madison Public Schools
Curriculum Development

This can happen to YOU!

Be the first in your school to use new teaching strategies.

See students come alive and excited about learning.

Know how to deal with WISCONSIN CONCEPTUAL FRAMEWORK FOR THE SOCIAL STUDIES.

Find out what INDUCTIVE TEACHING and INQUIRY really means.

We want the concepts...

PROGRAM OBJECTIVES

1 To utilize in the In-Service program the same type of inductive teaching methods that the participating teachers will use in their own classrooms.

2 To equip teachers with the skills and theory necessary to implement any inductive, concept and process-oriented curriculum, such as the new WISCONSIN CONCEPTUAL FRAMEWORK FOR THE SOCIAL STUDIES.

3 To develop basic teaching strategies that teachers will be able to use effectively.

4 To create a model of a well-structured, yet open-ended In—Service program that a school district can implement using as training leaders the teachers who participated in this program.

"... many faceted program -- systematic, yet open-ended."

Teachers will learn theory and develop skills through practice during the course of attending two-hour sessions during the school year.

Follow-up activities developed by the participants and evaluated jointly by the trained leaders and teachers will culminate each workshop.

Not just the ~~faks~~ ~~fax~~ ~~faks~~ facts

APPENDIX L

Requests for Information

Appendix L

INDEX OF INFORMATION REQUESTS

Albemarle Road Junior High School
Charlotte, North Carolina

Baltimore City Public Schools
Baltimore, Maryland

Carteret County Schools
Beaufort, North Carolina

Charlotte-Mecklenburg Schools
Charlotte, North Carolina

LaCrosse Central High School
LaCrosse, Wisconsin

Michigan State Department of Education
Lansing, Michigan

New World School
Oklahoma City, Oklahoma

New Lisbon Schools
New Lisbon, Wisconsin

Nevada State Department of Education
Carson City, Nevada

Oshkosh Area Schools
Oshkosh, Wisconsin

Oconto Falls-Jt. District No. 2
Oconto Falls, Wisconsin

Vermillion Parish Schools
Abbeville, Louisiana